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SPEECHES BY CONSULTANTS AND REPORTS FROM COMMITTEES AT THIS 1967 ADULT BASIC EDUCATION WORKSHOP AT OHIO STATE UNIVERSITY STRESS A PRACTICAL AND CONCRETE APPROACH TO DEALING, NOT ONLY WITH SPECIFIC SKILL NEEDS IN READING AND LANGUAGE ARTS, MATHEMATICS, AND EVERYDAY LIVING AND CITIZENSHIP, BUT WITH UNDERLYING CULTURAL, PERCEPTUAL, AND EMOTIONAL FACTORS THAT LOWER ADULT MOTIVATION AND LEARNING EFFICIENCY. THE REPORTS OUTLINE SUGGESTIONS ON COURSE AND LESSON CONTENT, METHODS AND TECHNIQUES, AND CURRICULUM MATERIALS AND SYSTEMS, TOGETHER WITH APPROPRIATE ADMINISTRATIVE, SUPERVISORY, AND SUPPORTIVE SERVICES. THE ROLE AND THE RESPONSIBILITY OF THE OHIO PUBLIC SCHOOLS IN THIS ENDEAVOR ARE ALSO DISCUSSED. (THE DOCUMENT INCLUDES 42 REFERENCES, A SUMMARY OF EVALUATIONS, EVALUATION FORMS, AND PARTICIPANT ROSTER.) (LY)

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WORKSHOP IN ADULT BASIC EDUCATION

Ohio State University
in cooperation with
Ohio State Department of Education

July 6 – July 26, 1967

Workshop Report and Resource Document

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CONTRIBUTIONS OF CONSULTANTS

"Overview of Adult Education Needs and Programs"

by

Mr. James Dorland, Assistant Executive Secretary
National Association for Public School Adult Education

July 6, 1967

It is my intent today to couch my remarks in three phases. The first phase will be an overview--a national assessment. The second part of my remarks will be related to the back home challenge. The third part will be a look ahead into the future. I want to say at the outset that I think you people are engaged in what is the most challenging, the most provocative, and the most stimulating area of education. The future is so great and the challenges so immense in adult education that you cannot help but be caught up in the ground swell of spirit, enthusiasm, dedication, and involvement in this field. It is really great to be a pioneer. That is not quite historically true because adult basic education was not just discovered, but in the sense of national commitment and national involvement, it was just discovered.

The Economic Opportunity Act was passed in the summer of 1964. It was established as an autonomous federal agency in November of 1964. State plans of adult basic education operation went into effect in the winter and spring of 1965. The program the first year had no provision for any funds for teacher training or special projects. It was almost completely operational money the first year or so. In the spring of 1965 the group with which I am affiliated, The National Association for Public School Adult Education, through the help of a small grant from the Ford Foundation, convened a group of people in Washington to assess the needs and determine what would be needed to get the national program under way. The greatest need was for training of teacher trainers. The Ford Foundation very generously agreed to step in and pick up the tab for the first summer. This was the summer of 1965, just two summers ago. Three workshops were held that summer. Those were the first three workshops to my knowledge that were ever held in adult basic education at the university level for training of teacher trainers. Two-week workshops were held at the University of New Mexico, at the University of Maryland, and at the University of Washington in conjunction with the Seattle Public Schools. In the intervening period, federal money became available for teacher training and for special projects. Last summer there were nine federally-financed adult basic education workshops held throughout the United States, one for each of the nine U. S. Office of Education regions. Dr. Hendrickson realized that there were some specific needs that had to be met here in Ohio and knew the uncertainties of federal funding. In conjunction with the Ohio State Department of Education, this workshop was held last summer and again this summer. This workshop is financed partially through federal funds that come through the State Department of Education under contract with Ohio State University. This summer there are nineteen federally-financed workshops being held all over the country, two for each HEW-USOE region plus one in Hawaii. Thus in two years we have gone from three to nine to nineteen workshops and who knows where this pattern is going to end.

With that historical backdrop, I want to give you my personal list of the six forces which have converged at this point in time to make adult education the cutting force in American education. These six forces form a pattern, a mosaic as it were. In different communities and different states they will be of different significance.

First, we are not only producing an astonishing number of people, more than we have ever produced before, but they are living longer. Just think of the program significance these facts have. It is almost frightening as we project population figures for the year 2000. As people are living longer, the span of work is getting shorter, people are retiring earlier, they are healthier, with more time on their hands, and more frustration. Although this might not appear to have as direct an application to adult basis education as to some other fields of education, just think of the person who is a dropout at age 16 who really has a chance of living to be seventy-five or eighty. Just think of the great part of his life that is going to be spent in partial or almost total frustration. What do we do with them? It was suggested recently by Labor Secretary Willard Wirtz, that we make national programs of adult education available for everyone over age 60. That has not been translated into legislation or program yet, but it shows that in the labor circles people are thinking of this. This is a fact of life that we are all painfully aware of when we see people who are living longer, really do not have much to do, and have not been educated for retirement or for productive later years. As we get caught up in this concept, we will have to change some of the terminology of retirement, pre-retirement, etc. That is the first part of the big picture in the United States. We are producing people in spite of the pill at an astonishing rate and the people we are producing are living longer than we had any reason to believe that they might.

The second part of the pattern is simply this: Jobs are disappearing faster than we can create similar new jobs. We can call this automation or anything we want to, but it is a fact that because of all we have learned we can do things more efficiently, faster, with less effort, with fewer people. We are not creating the same kinds of new jobs. I know that there is a perennial debate about what effect automation is really having on the labor market, but the thing that impresses me most is that for the first time in history we have become a nation in which more than half the people are engaged in some kind of service occupation. With jobs disappearing faster than we can create new ones, what are we doing to prepare people for the service occupations? How much dignity have we really given to service occupations in our economy? How often do you hear a youngster in school say, "I want to grow up to be" and then name some kind of a service occupation? Our concept has always been that if you don't get "educated" and if you are not prepared for a white collar or blue collar job, then you become a waitress, dishwasher, service station attendant, or something like that. We have accorded those kinds of jobs almost no dignity. A case in point is to travel around the country and rate the quality of service you get in a restaurant. That is just one example. We are doing away with some jobs and we are creating new ones. However, the new ones we are creating for the most part need more technical education and preparation. The people at the bottom of the scale are left in limbo. Maybe it means changing our whole work ethic. Dr. Joe Hill at Wayne State University says that we are in the throes of changing some of the time-honored ethics that have been inculcated in our culture. Are we going to arrive at the point where we can guarantee everyone a minimum income throughout life? Who knows? We do know that because jobs are disappearing, we have to look ahead and figure out what the new jobs are going to be and also fill the old jobs that have not been filled. Looking through the classified ads in the paper, we know that there is a great disparity between those trained and those persons available. That is the second part of the national pattern. It might be a big part of your program at home because perhaps you have gotten involved in waitress training, beautician training, etc. One of the best things we can do in adult education is to help people take themselves off the unemployment payrolls by offering a rather intensive program of service occupation training and making them readily employable. Certainly it is a dramatic thing.

The third part of the pattern is that we are having a knowledge explosion and a technological revolution at one and the same time. It is difficult to try to translate this into program needs for adults who are unable to read and write, if we have really accumulated more knowledge in the last ten years than in the total previous history of mankind. What we do know is that anyone can become undereducated regardless of how much education he has as things change and as times change. This technological revolution has been dramatized by the new teaching devices. The question used to be asked whether there is a computer in your future. There is a computer in all of our present lives, and data processing is becoming "old hat" in business. Movies used to be an innovation, now almost every teacher has an overhead projector. What use are we going to make of video tape recorders? What use are we going to make of computers assisting in instruction, and of the talking typewriter, and of the electronic blackboard? All these things are rather frightening. You must also ask, "Programmed instruction, friend or foe?" Teaching machines are the hardware, yet from where is the software going to come? Are these things going to help you as a teacher, are you going to reject them, is your administrator going to purchase them? Where will they fit into the pattern? We know that the federal government is making a very direct and heavy effort to get the teaching profession to use the new technology. Millions of dollars are being invested in technology as witness the entrance of many commercial firms; Litton Industries, General Learning, Philco, and the purchase of publishing firms by bigger corporations. On one hand we have a lot more knowledge. The only way we are going to disseminate it is through coming to grips with the new technology. But it is kind of a traumatic experience for those of us who have been for the most part educated in the traditional method. Certainly the audio-visual approach has come on the scene largely since World War II, but not in the massive scope that many people think it should. That is the third part of the mosaic. You can translate that into program at home.

The fourth piece of the pattern is this: In the last half dozen years we have had an awakening of what I call a latent social conscience. It has not come automatically. This has been forced by militant minority groups, which have demanded more nearly equal recognition and treatment than has been accorded them historically in our country. Things are never going to be the same for any race or any category of people. They should not be the same. Every one of you in the school program has to face up to the fact that we have to correct some inequities in our social system. Until they are corrected we are going to be in the throes of not just a "long hot summer" but if we do not make the connection between undereducation and what is happening in the cities, the ghettos primarily, then we are in for a "long hot century." It was shocking to me, the last time I was in Ohio, three weeks ago, to pass through Cincinnati where state troopers were quelling riots. It couldn't happen here? It can happen anywhere we have congregations of under-educated, unemployed, under-employed, frustrated people with time on their hands, and with not much hope of future activity that will mean anything. I wonder whether people in Cincinnati, Ohio, really realize that there has to be some connection between what is happening there and the under-education of the people. It was a Cincinnati newspaper that conducted a survey of how much schooling the rioters had and whether they were employed. Of course, the statistics came out as you knew they would. The people who were in the forefront were the people who had very little to lose and much to gain, or so they thought. But I am wondering if at home we have always done our best to convince the schoolboard, and all of our decision makers, that an effective program of education for adults and young adults might help to stave off or would at least help rectify some of the problems that are leading to major explosions. It certainly has program implications for adult educators--this whole concept of more nearly equal treatment for all Americans.

The fifth part of the pattern is this: In our country we have finally really accepted the concept that learning takes place all your life, from the cradle to the grave. We have not always believed this. Otherwise I am sure we would not have come up with such terms as "graduation," "terminal education," etc. I am sure that if we really believed this we would not have so constructed our legislative framework that we felt that there was a social commitment only to educate children from kindergarten through grade 12, between ages 6 to 18. Society has essentially said that if you didn't get your education by age 18, you have missed the boat and you had better go back and get it on your own at your own expense and on your own motivation. All of our system of compulsory education has been for youngsters. We did not take into account historically that the best time for education isn't always between ages 6 and 18--simply because many people are not yet ready to profit from education. The greatest delight of all in adult education is in working with people who really want to learn. That is what really makes it different from working with youngsters, because for the most part it is a voluntary program. People come to classes with a high degree of motivation and they are easier to teach. It is not just adult basic education and it is not just adult high school education, but it is also the new adult center that will be constructed here at Ohio State to give brick and mortar concreteness to the fact that doctors, lawyers, and engineers have to keep learning all their lives or they are no longer effective workers. There is no stigma attached to any of you because you came to a summer workshop. In fact, your attendance represents more of a plus status symbol. You are no longer looked down upon if you register for a course at the extension division of the university or wherever it might be. You are no longer considered an "outlaw" if you take a course in music appreciation at the Y.M.C.A., Y.W.C.A., or in the public school adult education program. You are no longer looked upon as a little bit different if at age 45 you decide to get your masters degree, or if the mother whose children are grown starts to college to become a teacher. In our society we really believe that learning is important enough that it takes place all during life. As we relate this back to the first part of the pattern--that people are living longer and longer--we are going to have more and more people in their later years learning totally new skills, changing careers, and doing all kinds of things. I honestly believe that this particular part of the mosaic, the cradle to the grave learning concept, is being inculcated into our culture.

Sixth and finally, as a result of all these other five plus many other social forces which have converged, we are going to have to restructure our institutional and governmental responsibilities and come up with new patterns of financing. We have to find new ways to pay for these things, and it is painful. There are those in this state who thought that the Ohio Bond Commission was a desirable way to finance projects, but obviously there were others who did not think so. It did not mean that either group was right or wrong; it meant that there was a groping for new approaches to public finance. As recently as yesterday afternoon, the Educational Policies Commission, which is a semi-autonomous unit of the National Education Association, released a very significant publication called "Federal Financial Relationships to Education." The sum and substance of the EPC report is that the kind of federal help we have had in the last ten years has been categorical in nature in which the government has selected specific educational programs for direct help. This has stimulated action, but it has created some problems because we would be kidding ourselves if we felt that when you choose a category and pump money into it that doesn't mean that there is a certain type of control. There has to be by the very nature of the approach. The Educational Policies Commission recognizes that what has happened is essentially good, but the Commission feels that the federal government's real responsibility in the future should veer away from categorical aid toward general aid to education in which the government sends the money directly to the states and lets them assess their own needs and develop programs to meet these needs. This is really fraught with meaning for adult educators because the Commission says that one of the things that money should not be earmarked for is adult education. In Ohio the money should be given to the state department of education which would be permitted to determine whether adult needs rank high on the priority list. I am not going to go into a discussion of pros and cons except to state that at all levels people are having problems in how to finance these programs. We know that in Ohio more and more often people are saying no when they are called upon to increase their real estate taxes. Should we raise money through an income tax? What is the most effective method of equitable taxation? I know at the local level many of you are coming to grips with the problem that there might be two or three programs of adult education in your community, particularly if you are from a larger community. One of the programs might be in the public schools in adult basic education, a program with money coming from the state department. Another might be through welfare, Title V. Another might be through your community action program. Another might be through some other organization. Sometimes we are competing for the same students with duplication of facilities. This new federal-state-local relationship and what part each is going to play has not really been determined. It is not going to be determined for a while. In the meantime it brings both problems and opportunities. So those are my six parts of the pattern. Now to phase two of my remarks.

You have made a commitment to be an adult educator. In the next three weeks you are going to be developing a model or specific plan of activity to use when you go home. If I were giving this speech to administrators, I would give a speech called "How to Put BIFFF in Your Program." It is a play on words--Balance, Involvement, Feedback, Forward look, Flexibility, etc. But I am not talking essentially to administrators, I am talking to teachers. One of the problems of teachers in adult education is this whole business of professionalism and image. It is awfully difficult to think of yourself as a professional when your responsibility is a part-time responsibility. You may be working only two or three hours a week as an adult educator. Essentially you are part-time people and this has been the nature of the movement. Your challenge is to develop a spirit of professionalism and involvement in a part-time activity. I am not here to sell you a membership in any professional association, many of which are worthy of your interest. Essentially there are two national adult education groups with state affiliates--The Adult Education Association of the U.S.A., an umbrella organization including adult educators from a variety of programs such as public schools, churches, industries, penal institutions, etc., and the National Association for Public School Adult Education, the group with which I am affiliated. Our active membership is open to people who are or have been involved in public school adult education. We are trying to find ways to articulate a program that has real meaning for teachers. We have an Associate Membership for teachers and an Active Membership for teachers and administrators. It is sometimes difficult for a teacher working part time to participate in national conferences, but you should know that both NAPSAE and the AEA have excellent state affiliates in Ohio. I think we all have to make a conscious attempt to become as professional as possible.

In many instances your administrator is only going to know about your class what you tell him because one of the underdeveloped areas in adult education has been supervision of instruction. I would be interested to know how much supervision you actually get. I do not think that dropping in the classroom and saying "Hello" or "Good evening" is supervision. Supervision in the real sense includes improvement of instruction, working with you in the selection and the development of instructional materials, working with you in terms of techniques and methods, talking over problems with you. One reason we have not had much supervision is simply because we have been so limited in our resources. Many times your boss is a part-time person. Often lacking adequate secretarial help, he is so busy in the office answering complaints and talking on the telephone that he cannot get around to supervise or be with you as much as he would like. For that reason, I am saying that the program responsibility is primarily yours. Your supervisor or administrator will welcome your suggestions. After you have discussed the problems of recruitment, retention, counseling, developing of program materials, tests, etc., at this workshop and come up with some really good ideas and some sound thinking, I hope that you can go back home and have a chance to get this translated into your school district's total adult education as well as in your classroom. Although your classroom is the most important place, I hope that the ripples go a little further than the number of persons we have here. I hope that somewhere we do not miss the vital link of going back home and getting your message through to your administrator. It may mean going home and scheduling an appointment with him to discuss the budget you are going to have, how audio-visual materials should be used, etc. In the last several years, with the proliferation of materials, I have become firmly convinced that there is no one right or best material or solution. Commercial representatives often come to our office to discuss the merits of their materials. Yet as a teacher you might have use for several different kinds of materials. There might be a place where you can use programmed materials, there might be a time when you can use the video-tape recorder, there might be a place for role playing. Because of the part-time nature of this field and the fact that so many of your peers and supervisors have limited time, I am saying that the initiation of many of these ideas is going to have to come from you. To be a professional in a part-time field is hard, but you are getting psychological support, you can build some new friendships here. When you go back home even if you are alone in the system, you have some support from the other people you have been with and the staff here at Ohio State. Your administrator would welcome your suggestions if given in the right spirit.

Now for the third phase of my remarks--a kind of sneak peak ahead. My big interest happens to be in the field of federal legislation. Federal legislation has made a lot of this possible. I am basically a conservative former Ohioan but I am not living and working in a conservative part of the country. The decision makers are often not conservative people. Frankly, I don't believe that we can any longer afford the luxury of a conservative approach to adult education. I am firmly convinced that because we constitutionally and historically delegated the responsibility of education to states and because in most states they redelegated that authority to the local level, we just left adults out of the educational picture. To have something meaningful happen in adult education, the start is going to have to come from the federal level, has come from the federal level, and is going to continue to come from the federal level. We are doing everything in our power to see that things happen. One of them was a week ago last Friday when Senator Hartke introduced an Adult Education Act. The bill is S.1995. Senator Hartke asked for many of the things that we asked him to ask for. We are delighted that adult basic education is a reality. It takes us up to eighth grade level. We think there is a next level. We think that the federal government has to move in and provide some help for high school education for adults. We also think that we should spell out in the legislation some programs for parent education, civic education, and consumer education. Also, we cannot serve all adults at night. If we had day centers available, we would serve a lot more people more effectively. Senator Hartke has asked for these things and for funds not for construction but for renovation and leasing of facilities figuring that it is better to renovate a storefront to make education available during the day rather than restrict our program to nights and weekends. We are not fortunate in too many places to have facilities like the Stowe Adult Center in Cincinnati. Smaller cities do not have those. The debate is going to come up in the next few months in Congress as to whether or not the federal government really should provide money for high school education for adults.

In our Association we do what we like to call grassroots lobbying. We try to determine what the program needs are, relate them to Congress, and get the message to the people who are constituents of the people who make decisions. This is a fascinating and often a frustrating process, but a necessary one. The federal government is eventually going to move into programs of high school education for adults, and that is going to open up lots of doors and lots of opportunities. But are we going to force adults back into the same lock-step pattern that they rejected when they were youngsters? Are they going to be forced through the same Carnegie unit? Is this what we are bringing them back to? Unless we are smarter than that, we are going to lose adults the second time around and it is not going to make any sense. Right now as an Association we are trying to develop meaningful programs for adults at the high school level because they are going to be in your classrooms sooner or later. Any ideas that you have along those lines we would like to know about. As a representative of the

National Education Association, who is my employer and lends me to the National Association for Public School Adult Education, I am going to be involved in adult education with you. I trust that we can move forward together.

Finally, we are living in a period of change and I see each one of you as a change agent. If you are changed here, you are going to go back home and change some people, not only your adult students but your peers as well. This experience can be just about what you make it. You can ride along and do what is required and turn in your papers and have a nice summer or you can become deeply committed and involved and come out of this a person with an even greater contribution to make. I hope that your choice will be the latter choice and that it will be the most significant summer experience you have ever had. I salute you for being here. I am glad to be with you. I wish you a very pleasant, productive three weeks ahead.

"The Culture of the Non-Literate"

by

Dr. Edward A. Bantel
Professor of Clinical and Educational Psychology
Wayne State University

July 7, 1967

We are today going through a revision of our concepts. I no longer see how a psychologist can work if he is concerned about man and learning without the help of anthropologists and sociologists. I would add physiologists, biologists, etc. All the sciences suddenly appear extremely relevant and very important for our understanding of something called man and his learning. I am not going to review all these sciences because the program does not allow that much time, but I would like to hit some of the major points which are profoundly important as a basis for what we are trying to do with small children or with adults--either with the head-start type programs or with the adults who in our society are functionally ill-adapted to the demands of the society. Now the question, "Whether the society ought to be changed itself" is another question. Whether or not the society needs restructuring is a question which I think we all raise in our own minds and certainly we cannot ignore it, but for the moment I would like to really focus on two or three major points. First, the new technologies that we use in our research to study learning and behavior. Second, the fact that we have taken a new look at man as a species or group of organisms. Third, we now look at the individual development of a person in a different light.

First of all if anthropologists are at all accurate in their attempts to help us understand what has happened in the last one million years, they have brought to bear a rather interesting collection of facts concerning man. Man seems to be doing everything backwards in the course of evolution. When the glacial periods occurred throughout the world, man became a hairless animal when everything else became woolly and covered up. This was rather interesting. When man made his diet out of flesh, he began to have a less prominent and less capable jaw to crush bones. When the world demanded an adaptation of man, each time it would seem that he ran contrary to what was happening in his environment. Man might be described as the contrary beast because he seemed to be running opposite to the demands of environmental change. We have these people still with us today, running counter to these demands. This aroused a great deal of speculation on the part of many anthropologists, biologists, physiologists, and embryologists that man seemed to be the riptide running against the tide of events. Their point is very well taken and very important for us. While the adaptations of all other organisms have been directly through the development or the evolution of a physical method of coping with the environment, man seemed to lose more or did not preserve his basic adaptive technique. In order for him to adapt himself, the growth of mind becomes very critical as his chief adaptive tool. He had to lose his physical adaptation, to become weaker in the face of an enormous and hostile environment, in order for him to develop those structures which were most adaptive in the long term. Man became hairless at a time when all other animals were becoming adaptive in the opposite way, also man lost his blubber when it was most cold in Europe.

In a sense man was non-adaptive. Now what seemed to be happening at this time? First of all the anthropologist points out that this was very necessary. If man loses this woolly covering, he now has an organ of great sensitivity which forces brain growth. The infrared radiation that would come to him, the fact that his whole body now is an extremely organized sensing and receptive organ, forced the brain to develop in response. Now we are not saying nature in its wise ways designed it this way. We are not at all sure about this, but certainly the effect on the lateral brain is very well known. Also, if we contrast man in his development to other primate animals such as the chimpanzee, we find that man does have the hairy characteristics of all of the primates, but then loses them shortly before birth. We find that his post-natal stage, his prolonged infancy without a sterile covering, is important to his continued growth. Man is still taking at least 12 to 16 years for continued brain growth while all the other primates have achieved this well within the first year of their own life. Now all of these things conspire to have us look at man in a somewhat different way.

Another way of looking at man as he becomes progressively more helpless in the face of his physical environment, is that we find he is capable of extending himself or amplifying himself. Just take the weakness of the physical body. The physical body of man is practically the weakest of all animals we can find. The powerful ant and hard-working bee, per unit weight are five thousand to a million times stronger than we are. We are only capable of burning 600 B.T.U.'s. We are just a small fire, but look at what we build. Look at the things we have been able to create. These are our inventions. They come out of what is otherwise a very weak body. Where is this lever system and how do we multiply ourselves? Man again progressively does the same things through the many years of evolution. He adapts himself to the environment by developing a tactic or strategy that multiplies himself. He has multiplied himself a million fold. It takes little or no leverage. I am always amazed at the construction work on my campus. Three men have put up the student union, a building about seven stories high, put up with structural steel. A man with a big crane, one man on the ground who puts the steel on, and one man up on a high lofty area. These men very patiently pick up these tons of steel and lift them up to high points and put them where they belong. The building goes up. It is amazing. This gives you a notion of how we have amplified ourselves.

We have amplified our actions in other ways. You may not realize it, but you have enormous control over many horse power of energy. When you come to a meeting, you are in command of your automobile. With very little pedal pressure your big toe perhaps will grow smaller in the next generation because your power brake requires such little effort to stop that car. What you do is activate a lever system or several mechanisms which bring that car to a halt on a friction basis. Now, if you had to do this on a one to one basic, you can imagine what it would be like. Putting your foot on the ground might stop it, but by the time you stopped you might be from here to all the way downtown before you came anywhere close. You also extend yourself in other ways. Parts of your own mental equipment, whether you see this as an extension of yourself, are always in operation. For example, your washing machine is programmed. You make two or three basic choices and you instruct your machine to carry these out. A washing machine program is not terribly complicated by our general standards, but there would be levers, muscles, power, energy that will be consumed on your behalf because you have given the proper instructions to the machine. You plan these things, think these things through, then you instruct a part of yourself to carry through this and perform it. Now if it does not perform you can kick it, call Sears-Roebuck, do all numbers of things but what you cannot do is service it yourself. You can only get mad at it. You become more infantalized because you can only ask it to extend a part of yourself.

We could go on and find many illustrations where man has amplified himself, but in the amplification I think we see one basic set of problems which we are all concerned about. You cannot service that extension of your mind. You have to call on someone else to do it. But you can command it and this is one of the complexities which we take for granted. Perhaps none of us think very much about how we get to the point where we can organize and strategically plan for something that extends ourselves. I want to discuss that becuase many of the people that you are dealing with are people who are unable to even approach this level of complexity which you take automatically in your everyday life. Now we see many examples of the extension of the physical body. Consider the fact that man is a weak-voiced animal--a good example is the microphone--in the jungle or rain forest he really cannot shout very far. All the other animals with their adapted physical forms can out shout man in a rain forest. You cannot yell help and be heard in a rain forest. You have got to amplify yourself in some other way. Again weak-voiced man did find that he could extend sound far beyond his own voice box. We have seen the voice box of man becoming less and less important as amplification systems develop. It may have started with a drum to carry a message perhaps a mile or more, but it certainly has ended up with television satellites through which the senses of man can go around the world. Now our eyes have become weaker, but we can see so much more. Your eyes can go around the world. You may not be able to see your own newspaper very clearly without glasses, yet the sight of man goes around the world and even farther. You may not realize it, but look how far you have seen lately. The excellent shots, for example, of the moon probe means that you are connected with a system that allows you to see millions upon millions of miles away. But again, you may not be able to find a collar button on the floor. You see with a profound and increasing weakness. Although we see weaknesses of physical senses, we also see tremendous extensions of man well into space. It is important that you be coupled with the technologies that extend you. You are uniquely coupled with technology that creates a new entity of yourself. When you are before television watching the moon probe, for example, you are a different person than when you are behind the wheel, coupled to the lever system of this mechanical form of transportation. Each time man couples himself to a technology of his environment he becomes a new psychological entity. If he cannot couple himself to a technology, he cannot become anything except a victim of his own internal impulses or be pushed by the world that is around him. Here again you deal with an adult population that is unable to couple itself to any technology that surrounds them.

Now lets look at the mind--the master tool or gland. The mind too has gone through extension if we look at our language, look at our habits of speech, our ways of communicating. We see that the mind is also a tool. Its effect, its development, its program, its structures, have the same influence that our technology has on other parts of the body. A crane to build a seven story building is not by our reckoning today an enormous achievement. A language such as English is about equivalent. It's not as unusual because we all probably use it. We use it reasonably well and we can communicate. But take for example the languages that have arisen that have been the product or the tool of the elite. Take the language of mathematics which is a precise way of describing relationships or handling abstractions. Take the language of music, the metaphoric languages of the arts, etc. Man has developed extensive systems of communication for symbolizing, storing information and knowledge. This has gone on for over a million years. Each new generation which is born cannot go over that million-year history. We have to select portions of this history and transmit that which is relevant and most useful. Our next generation gets a selection from our pickings of what is important. This is what we aim to teach. This is how the institution of the school comes about. We realize that we cannot wait for the new generation to invent everything that man has accumulated because we want him to be adapted to this world. The child might very well develop a better language than English, but after all, who is he going to talk to? He must have our language. We are not going to allow tremendous freedom or privilege here. We are going to instruct him in the selective portions of our experience so that he has common meanings and can share them with other people. We are now, after the evolution of all these tremendous inventions, faced with the problem of introducing each new learner to these cultural inventions which are necessary for survival. We have also found that we are not going to teach all the knowledge that we possess, but we want to teach those basic tools and skills which will allow the learner to generate his own knowledge. This is why we put so much focus on reading.

Reading technology seems most difficult to teach. Some of the difficulties tie very practically into this basic problem. The history of print is very recent. Man has evolved over a million years, but this invention is less than 500 years old. When it appeared, many tremendous and profound things happened to the human group. It had for over a thousand years been quite comfortable in its human organization and was not particularly ready for change in its cultural habits. Five hundred years ago a man who was strictly a technologist had little profundity in so far as the learnings of his day were concerned. Mr. Gutenberg had a notion that perhaps he could take the already designed tools of communication which were copied out by scribes, which restricted the number of copies of books or manuscripts. He decided these could be set into a mechanical form in such a way that it would make not only duplications of great number but would make faithful and very accurate duplications. The Gutenberg printing press is the turning point of our modern civilization. An interesting set of things began to happen. First of all it upset the balance man had already learned. Before printing man was an extremely good listener. Probably had we not had the printing press, rather than 60 per cent of this group having eye glasses, 60 per cent would have hearing aids. It would have become more important to hear your environment than to see your environment. The balance is now tipped in favor of eye sight rather than the ear. In the pre-print era learning was taught mostly by an oral method. It was taught in such a way that it had to be memorized because there was no place where you could go back and retrieve information. It was not stored except in the single manuscript. The professor or lecturer had access to it, but certainly no more than twenty students could possibly have access to it. When they had access to it, they had to memorize it. The mind is a vast and very large organ that has tremendous capacity. Most of the senses which feed the mind are tied up with the practical problem of taking small bits of information. There are vast areas of the mind that never would be tapped if we stayed in an oral mode of instruction. When you free the mind of this cumbersome need to memorize, when you free the mind sufficiently, then it stores its information outside of the skull. A library becomes an extension of mind with things that you could have had in your mind if you were willing to spend years upon years memorizing. The library now becomes a piece of your mental apparatus and structure, provided you know how to use it. This changed the whole character of the medieval university in such a way that a struggle ensued. There were those people who opposed the new vulgar technology that had been thrust in their midst, perhaps with great wisdom if they were to protect their own world as they knew it. They were very wise to oppose the use of print, certainly textbooks. The medieval university was changed. The rise of science and other forms of knowledge came with it. Also a change in the political and economic basis of society came with this technology. Thus revolution began with a small technology in the same way that earlier man's revolution began when fire became admitted to the cave. I'm sure there were some cave men who said they didn't want it, that it was too dangerous, it would burn them up, etc. At each point we find that as a new adaptation or technology becomes available it has the effect of reorganizing both the relationships between knowledge and the relationships between people. Now we have the era of literacy and the desire for literacy in this period. We are talking now about a 500 year span. It was midway in this span of time that we were still debating this issue. Two hundred and fifty or more years had elapsed when Dartmouth College in New Hampshire was being formed, and there the board of trustees was debating whether or not this new and rather radical progressive college of its day should have a library on its campus. That was a very serious debate. Finally the debate was over and the trustees decided to compromise the measure. They did not want to be perceived in their generation as being square although they were probably tempted to do this. They did not exactly want to go the route of "progressivism" of its day. They decided to build a rather small library. Because this decision would have a rather profound effect on their financing and the interests of other people, they decided to add another limitation that it could only be open two hours a day. That two hours a day would then safeguard the minds of their young students against any negative or subversive thoughts from having read books. The traditional oral methods would still be the main instructional technology of Dartmouth College. Now today, of course, you cannot get your college or university off the ground, certainly you cannot get it accredited, until you have books. Who cares what is in the stacks. There is X number of books required for accreditation. Nobody worries about the quality or condition or accessibility just so your inventory shows that you have X number of books per so many students. We don't think of a university or a school today without books. Yet it was unthinkable at that time to have too many of these kinds of things.

Technology creates important changes. They are not all instantaneous. The changes are not through the malicious design of any one inventor at any one point. Man has moved forward not by one person's invention but by many of these inventions accumulating. We know that reading reorganized the hierarchy of sense orientation to the world. It put more focus on sight, private knowledge, and silent forms of learning. We see this most clearly when we contrast it with a pre-literate society. Anthropologists' studies show traditions were largely oral, and learning was not silent. The American public school and the American public library have one thing in common--silence. other non-western culture puts so much premium on being quiet. John Wilson, of the British overseas office in the colonial period, was part of a team of experts who were to help emerging nations establish political forms of government that would be viable. So many of the British specialists went overseas and attempted to help many of these people develop "more modern forms of living." They ran smack dab into this cultural problem. John Wilson, and I, are all coming out of the silent tradition of private knowledge. When we come into cultures that we define as pre-literate, we are struck in a very strange way. First of all, if anything is to be acquired or learned it is done with a great deal of excitement. It is not done in silence and it is not normally done alone. Wilson found for example when he wanted to teach some simple concepts of sanitation hygiene, that it was not a simple concept at all. On the contrary, the whole notion has behind it assumptions of values that had a very long history in John Wilson's life. He went about this by deciding that since the society he was dealing with could not read, he would use photographs. Now that seems a very sensible kind of thing. If you cannot read, use pictures. However, we realize that if you cannot read you cannot read a photograph or any other type of symbol, if that has not been part of your culture. When we talk about seeing a picture, we are actually applying the same tool and the same knowledges that we use when we read. In order for you to read a picture you have to be taught the same conventions, the same left to right habits, the same conventions concerning perspective as when you learn to read. If you are part of a non-reading society, you will get nothing out of pictures. So often when we have worked with our adults and with our children, we say since they cannot read we will use a lot of pictures. There is no reason to assume they can read a picture any better than they can read a printed page. A picture to most people is a symbol. In Wilson's pre-literate group when they saw a picture most of them ignored it or could not see it unless he held their attention to it. The most effective way was to put the picture in front of their faces and pull it to the side. They kept waiting for the surprise effect of your reappearing. The picture meant nothing. He went around and took pictures of unsanitary dumpheaps and said now these are what I am talking about. But they were certainly nothing that they could understand. Realizing the lack of movement was important, he moved to the next logical step. He went to movies. These movies were extremely well done. The British Royal Academy is a group of the best technicians available to produce excellent film. He had this group attempt to make film of these same sights. Now the idea began to sink in a little bit since there was some movement, but there was a very distressing effect in the movies. The audience stopped looking whenever the picture cropped out the action. Now you and I can understand and see a picture of this scene right now. If I were to close this book and walk away, you would let me go and close that picture or that event. But in the pre-literate society there are no commas, no semicolons, no periods, no exclamation points, in the mind. The action had to show me leaving and going some place to a new event and coupling myself to a new event. With all that sequence, the film footage was expensive. The films that are single concept films, which might take eight to fifteen minutes depending on the complexity, would take three hours if we were to apply the same base here. In a pre-literate society it would require as much as three hours and sometimes more. But that was not the end of Wilson's problems. It wasn't just the footage, but it was the way he had to present it. You do not teach anything of great significance or importance to a group of people unless it is embedded in a cultural pattern with which they are already familiar. We call it the festival. Learnings that are most serious to a great many people are embedded in sequences of activities that last from a twenty-four hour to a three-day cycle. If you do not embed it into this kind of a cultural form, it is not taken seriously.

Now look what a contrast that is to our attitude. If education is to be frivolous and presented in a festival, we say children will not learn. We should say that unless education is exactly that for the majority of the people of the world, it is not important enough to be learned. The austerity of our learning contrasts with the important human and dynamic interaction between people. When a person is at the level of pre-literacy, teaching of things important for him has got to be embedded in a cultural stream with which he is both connected and finds very important.

For the moment I would like to take a look at our symbolization process. When we have school children, we have to teach them a whole barrel of these conventions. We must teach them very slowly and very gradually. They must learn these over a very long period of time. The child must have those 12 to 15 years to develop the conventions of civilization so that he can read and apply with comprehension all the things that we presumably have collected in our culture. The child goes through very important steps of learning these conventions. Let me give an illustration. Some years ago there was a book that asked a question using a picture with it. The picture showed Mother and Susan and the caption said, "Who is bigger, Mother or Susan?" The picture showed Mother to the rear of the table and Susan in the foreground. What does the child do? If he generalizes from his experiences with mothers in general, he is going to answer that Mother is bigger. If he is afixed to and literally tied to the pictorial information presented to him, he must answer logically that Susan is bigger. Children at this point had to make this decision. At about six and a half we find that half the children will go back to their own history of experience and make a decision in favor of motherhood. The other 50 per cent, because they are so keen on school and all the wonderful things which school is teaching them, will go with the school which they believe is teaching them something new about Susans in general--that Susans are usually bigger than mothers. Now basically the child is in a dilemma. Does he move forward and does he reconstruct his own knowledge in the light of new information, or does he ask, "Is this truly information that I am getting about mothers and children?" If he stays just with the pictorial information that is literally given, he will have to conclude in error. Now what is the problem here? The six and a half year old has not yet learned our conventions of perspective, of three dimensional and two dimensional space. He has to learn this. He will learn it very shortly. By the age of seven the child is no longer fooled by photographs such as this. When you ask a seven year old, for example, who is larger in a picture, he can draw the proper conclusion. Now we can see it most graphically when we look at pictures, but he is also doing this with language. The many meanings of language are also being learned at this particular period. It is not sufficient to say a child reads because he gets the sentence straight in his mind or can read it back to us. Very often the child has too many skills confused at the particular time.

What is the nature of learning to read? In our society it is a private experience which normally does not convert into an oral exchange or communication unless it becomes a different set of acts. Apart from that, what the child must learn is not the language, the vocabulary, but the subtleties and shadings of meanings. He must learn metaphors, for instance. A child coming across these is going to be very perplexed. He must understand that in our language the way in which we relate ideas is to take a physically obvious illustration and connect it with an abstract idea. The idea of metaphor then is gradually taught and the child will use metaphor quite properly in an unusual way. You will find this in children's humor. They are learning to use language, but also more important, they are learning the conventions of language which is what we really mean by reading. They are taking twelve or more years to do this. The child is coupling himself with the main stream of his cultural experiences by learning to read. If he doesn't learn to read, he is disconnected from the main stream of that culture. There is no way in which he can really participate in it unless somebody is concerned about him. He simply spins off in suffering from which there can be no retrieval simply because he has no effective tool to couple himself back to the main stream of that environment.

What does the child give up by learning to become literate? First of all when he agrees to become literate he is also agreeing on a whole set of interpretations of experience. Consequently, he may find that he has ruled out the possibilities of new interpretations of the old experience. Let me give an illustration of this. Long before we thought we would bomb the Japanese with the atomic bomb, we had, through our contacts in Switzerland, indicated that this was our intention unless the Japanese capitulated. The message went through. The Japanese replied with a Japanese word which most Americans find impossible to translate. We have no hold on a concept like this. Normally when we get this Japanese word in English we translate it as "ignore." It does not have that connotation at all. The Japanese have no real word for the word "ignore," because in their relationships to people they never ignore them. What their statement, which we translated as "ignore," says is that we cannot make a decision because of the enormity of what you have asked of us. That is not one word. Now, no translator is going to take the time to write all that out, so he uses the brief form "ignore" which is wrong in such a vital type of discourse as the threat of an atomic bomb. The sad fact of this was that we had the expert advice available that could point out that there are two possible interpretations of this Japanese word. One is ignore and one is that we cannot come to a decision about what you request because of the gravity of what you are suggesting. This was pointed out. We had a choice. In the heat of this very strong emotion we took the short hand English translation of "ignore" and this justified our act of bombing Japan. We have had many instances of this difficulty of communication. Why is it that another literate society such as the Japanese and a literate society such as ourselves cannot find common meanings? Why are we so alien as we are with so many peoples of the world? At this particular moment there seems to be a rather aggravated lack of communication throughout the world, partly because we do not share meanings. We cannot intermingle our lives with others because we have no basis for doing so. Take Western language. It is difficult enough for us to translate adequately such words as "anxiety." As we begin to develop and learn the conventions of the main stream of one society we may be cutting ourselves out of and finding it more difficult to interpret and share the meanings of other societies. What we mean by a civilization is that a tissue of meaning has been developed in which everyone who is to participate begins to generate the same meanings. Even though these tissues of meaning may be fictions or psychotic illusions, as long as we all agree about them we are a part of one culture. There is nothing to indicate that shared meanings gives us a better understanding of reality compared to another group of people. It just simply means that we are able to communicate. While our communications may be at the most pathological level, as long as we share them as a group they are for us the perceived cultural reality.

The adult illiterate does not share the same reality with us. It is not to say that he is pathological. It simply means that he has not accumulated the sense of meanings that we have largely through print and through our experience with people. He does not share in our culture. Let's take an illustration. As you know, you and I will experience the same reality if we step out into a June night and see a full moon. We recognize the moon up there and to us it is a reality. It is there. We don't need too much convincing that it is there. Since we occasionally can bounce things off of it, we know we are hitting something and we call it the moon. In fact, the moon has a connotative meaning as has rocketry and space. All those associate with the thing. Now a small child of three looks at that same reality and he asks the question, "How does it know where I am all the time? It keeps following me." His conception of reality is that this is a dynamic thing that is looking at him and is following him. So when the child is at an egocentric stage of development he believes that his reality serves some function or relationship to himself. A three year old also will, if asked if he has a brother, answer "yes," and if asked if his brother has a brother he will say "no." Then if we ask who he is in relationship to his brother, he will use his first name. To his brother he can only be one thing at a time. He cannot be John and a brother. He is categorically "me." You cannot dissuade him from this view although he understands relationships. A small child has a different reality when we speak of the moon because his reality requires a subjective relationship to him.

The pre-literate or the non-functionally literate person in our society has not reached that point where he can discriminate in any useful way the vocabulary or language that we have to give him. We are forced to go back in our teaching of him in about the same way we go back with our three year old. We must think of him in terms of a much chronologically younger age group. We have to go back to what we might call the egocentric stage of development where we realize the child in our culture is beginning to separate himself and find meanings independent of how he feels about them. Many of the resistances to learning that you are getting are similar to the very small child. He resists upon first contact the separation of himself from knowledge of the things he can learn which are independent of himself. In fact, literally, it is impossible to teach a three year old to read. I am not denying that we have some flashy programs in the country that have taught children to read. We can also teach the chimpanzee to play a piano and we can do a lot of things with human organisms. But when I talk about reading, I am talking about the functional utilization and the shared context of meanings--not necessarily the particular habit of vocalizing sounds from a printed page. These are very different things. We can teach a two year old to ride a tricycle, but you might just as well forget about it and wait until he can learn it himself. We are talking about the actual functional psychological state of the individual where it is impossible for him to separate his own feelings from the knowledges that he can have. Until they get to be six years of age most children cannot make that subjective distinction. They do not distinguish between their subjective world and the objective world out there. It is the first grade teacher that actually promotes this separation. Until she promotes it very successfully in the school, the child cannot generally learn to read. If the child is still hung up in his own subjective state of his own expanding self, which is an important and healthy stage of development, he is not teachable in the sense that we usually refer to formal schooling.

The functionally illiterate adult very often is at about the same stage. What do we do with children? First of all we enrich the experiences that he can have, we increase his verbalization about these experiences and increase the frequency with which he categorizes. We help him detach from his own feelings the facts of knowledge that surround him. Now this seems like an awful lot of ego-supporting and that is exactly what it is. With a three year old or four year old we have got to acknowledge his own integrity or he won't do anything with us. We have to put a lot of support into this issue of the importance of his own existance. If we deny a three year old or four year old his existence, then we cannot teach him. It is a very interesting game sometimes played to the point of cruelty between mother and child that we observe very frequently. When the mother wants the child to do something she will say, "I will spank you." The child steels himself up and says, "I can take it, Mom." He gets tougher about this. The thing that really will take him apart is "What's your name, little boy?" To take away the self-recognition can take a three year old, who can take all the spanking you can hand out, and just dissolve him into a psychological heap. This is exactly what we do with adults and with older children. If we take from the person the recognition of his existence or being, we can dissolve him and really put him practically into an impulse level. He is not functionally a human being. Yet if we look about our world, what do we take away from people? If we take away our reputations by insults or scandal, look how frightening an experience this can be. Adults really are people for whom there has been so little recognition. What we do to them actually takes away the little that they do have. We have to look at this very carefully as we look at the structure of learning and the learner. What is his subjective state when he comes to our situation for learning? We might say in general that anything that threatens to take away some of this person's recognition is going to be destructive of any positive outcome of learning. We have to be especially on guard. With children we realize the phenomenon, but with adults the adult has learned to mask his feelings, to blunt his experiences, to tune out what we have to say when ever this threat of non-recognition or non-being occurs. When we see this as the form of resistance--not becoming excessively concerned over petty or trivial or irrelevant issues--a hundred and one techniques are devised. One of the chief sources is to become irritating. A child knows that if he irritates his mother she will at least pay attention to him. She may not acknowledge that he exists, but if he drives her far enough she will acknowledge his existence by punishing him. We get this kind of negative attitude in children which we can cope with becuase they are so small. What happens when an adult, who is eyeball to eyeball with us at the same level, acts in the manner of the resistant child and gives us this opposition by raising trivial problems? He seems to reject what we have to offer. What do we do impulsively without the awareness? We threaten him again with more and more non-recognition. Now we preach such things as "If you don't do this work you cannot get a job," or "If you don't meet so many times or come so often, we cannot fund this or reimburse you." One hundred and one techniques occur to us which seem to be within our acceptable ways of chastizing, channeling, or redirecting his behavior. This is mild enough to a person whose ego is not so vulnerable or at such a defensive position. With college students you can say, "If you have more than three cuts we will flunk you." The whole ego doesn't go down the drain because we say this. When you take an adult, who himself has not the adequacy and has not developed the self-visibility relationship to himself, and you talk this way, you will find that either he will absolutely dissolve and will have a poor basis for operating or he simply has to reject the experience and not appear again. These responses may occur even though he will do everything within his power to irritate you.

As the therapist learns so early in his practice, when he is most effective with his client very often is when he is getting the most negative transfer in the relationship. The more you have meaning to the person who is awakened in himself to his own talents, his own resources, his own sources of power, the more likely it is he will try these things out more negatively upon the very person who is bringing it about. As teachers of special groups, we have got to take some of the insights that have occurred to the psychotherapist. We must realize that when it is really going well may be the time when things to the outside observer would seem to be going very poorly. Negativism, irritation, impulse, etc., are not negative aspects of the learning situation. They do not indicate that things are going poorly. They very often indicate that things are going exceedingly well because a person only interacts in this way when something is becoming meaningful to him. This is not to say that there isn't poor teaching. That is a separate type of analysis.

The uses of new technology are important. Most of the people we have have failed to learn by the conventional technology of the teacher and a person. The teacher, we might say, is a technology. A very recent invention as a matter of fact. The teacher is a device, apart from being a human being, that orders and sequences knowledge and reinforces it at some rate per schedule so that 60 per cent of her charges or his charges can learn it. The teacher is the technology. Some people, 40 per cent approximately, do not easily or conveniently couple themselves to this technology. Therefore, they do not create a learning entity in themselves. They do not become learners. When they come into the situation, they either feel that they do not like it, they are nauseated by it, or it is a fun situation but they simply do not learn. Now other technologies do not have any better batting average than the teacher does. The teacher as a technology is a variety of complex variables but other technologies have less complex variables. They emphasize or magnify one feature of learning and suppress other features of learning. We found, for example, with new teachers that we could not teach them from print. That is to say our students reading our psychology textbooks learned something about group dynamics in the classroom, something about learning theory, etc. Then we took them out into practice situations. They would be looking at the very thing that they had read about, had discussed in class, and had had tests on. The "A" student and the "D" student looked at the same thing and they could not see it or recognize it. This was simply because they learned it in the abstract. They were good at the words, (the testing was at the abstract level) they were good at their tests, they got their marks, but when it came to the situation which is most important they could not see it. They are professionally illiterate--dangerously illiterate if that is the best we can do in professional training. Now your problem is to see illiteracy as any new task, with the necessity of learning the whole collection of conventions that govern a particular area of knowledge. The fact that we deal with a person who has generalized inabilities or some specific inabilities is just a matter of who he is and what he is doing. A student in college wanting to become a teacher is illiterate in the professional meanings that he is supposed to acquire. Very often when we give him a certificate he is as illiterate at the job he is to perform as he was the day he came into our program simply because we teach him excessively by the very methods that we had used to teach him other kinds of things.

We found that we had to go back. We went out into classrooms of nine or ten years ago. We tried not to disturb the naturalistic setting or the classroom setting. We videotaped as the situation evolved and developed exactly what was happening in the classroom. No lighting, no production, just simply our eye with the camera. We recorded what our minds want students to learn. Instead of having it in our mind we had the extension of our mind which was the video tape recorder. Our faculty were the producers. Our own teachers of methodology said they wanted examples of such and such and they would get examples of these things. In developing concepts in these pre-literate or illiterate adults we showed them many illustrations of approximately the same phenomenon and kept asking the question, "What is happening?" Lets look at some more tapes. Lets go out into the actual classrooms and see if we can observe this same phenomenon again. There is a type of lawfulness about certain teacher behaviors and student responses. If the teacher picks the wrong target child to reprimand, what effect does it have on the audience or children around him? You could have taught that in one paragraph which is called the ripple method. Or you can go the road that we chose. We selected many illustrations. Students themselves began to generalize and see both the principle and its lawful application. When these students go out into these situations, they can identify and diagnose rather rapidly what the situation is. They are not necessarily practitioners enough to correct it, but they begin to realize that there are certain strategies and techniques which can be applied to alter the course. Students identified such terms as "the dangling teacher" who doesn't know what comes next, "the thrusting teacher" who is so eagerly waiting for a hand to go up, when it goes up she practically stabs the student by attention. We have "the wither teacher" who has eyes in the back of her head. These are the categories that people come up with, not when they are learning from the abstract direction of psychology textbooks or from the professor's notes, but these are the labels that they come up with when they try to describe real human behavior in a meaningful way that has come out of direct experience. Now "dangling," "thrusting," "withering," and terms like this do not have any coinage. Perhaps you can get some general idea of what they are but you have to have the actual experience before you can get the full definition. What happens is that we tie together to make a connection between the abstract process and the reality that it is connected to. It is this process that becomes very crucial in the professionalization of a teacher so that he can communicate with others. He must learn at the same time that what he is doing is sharing with other people and that the intent of his knowledge very often is to communicate it.

"The Role and Responsibility of the Public Schools in Serving the Disadvantaged Adult"

by

Dr. Wayne Carle
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July 7, 1967

I am interested in the problem which you are studying. It is perhaps one of the last areas of adult education to which we have given attention in our country. It is one that certainly is fraught with new potentialities as we confront a new era in education. It is characterized by an intense national interest in education in meeting our goals and commitments as a country. It is reflected in a spate of new legislation, part of which accounts for your being at this kind of conference, beginning with the orbiting of Sputnik in '57. The National Defense Education Act made national security a matter of educational concern. The Manpower Development and Training Act of 1962 established employability as a national concern. The Vocational-Educational Act of 1963 broadened our perspectives in adult programs in vocational preparation. The Economic Opportunity Act of 1964 and the Elementary and Secondary Education Act of 1965 both assert that education must become the instrument to provide compensatory opportunity. This legislation provides more than equal opportunity for education for those who have been disadvantaged and deprived in our society and economic system.

It is difficult for me to define the area which you are studying and in which you are serving. I am not sure that we have exactly come to terms with what we mean by basic education. Normally we think of the basic skills of reading and writing and perhaps arithmetic--the three R's. The State Board of Education has a course in basic education. The definition of basic education as far as this course is concerned includes heavy emphasis on science, the humanities, English, and foreign languages. From that point of view, of course, basic education is far beyond those rudimentary skills of reading and writing. I assume that we mean, in the context of our study today, basic education in terms of those essentials and competencies that are needed for success as citizens and entrance to the economic system of our modern and complex culture. When we started basic classes, we thought really only of reading, perhaps some other communication skills, and some basic competencies in computation.

We early found that this was not an adequate approach to basic education. You couldn't interest adults in coming to classes in which they were dealing only with those kinds of skills. Most of you have broadened the classes in your programs relate to practical ends, to getting a job, to some kind of economic competency. Similarly, in the Manpower Development Act programs, where we are going to raise the floor of competencies and make more room at the bottom for those who are out of work and cannot obtain employment in the present system, we found that it was impossible to teach those skills without giving due attention to the basic communication and computation skills. We have seen in the past couple of years a wedding of the communicative and computational basics, on the one hand, and the vocational or occupational skills, on the other. This suggests a trend for the future. Basic education for adults must be very broadly based if we are going to serve and motivate those who need it most.

As we look at the programs you are administrating and teaching, we find the categories included as basic education would be grouped under (1) communication skills such as reading, writing, listening, and speaking; (2) the computation skills, because there is virtually nothing we can do in any kind of occupation today that doesn't involve some kind of arithmetic or numbers manipulation; and then (3) common adult experiences, those essential for relevance to today's world, such as consumer buying, health habits, family relations, community activities, homemaking, general citizenship, etc. These have come to be part of what we call basic education.

As we look at the scope of the problem confronting us today, we are more aware than we have ever been before about the importance of this common foundation, this undergirding of basic skills for competency in the modern world. This has been emphasized by national legislation and nationwide concern, particularly for the concentrated disadvantaged as we have come to know them in our inner cities and to a lesser extent in the depressed and deprived rural areas. Ohio certainly epitomizes both of these extremes, with perhaps more urban centers or large cities than any other state in the nation at the present time, and with a vast area of Appalachia within the boundaries of our state. It is evident that we have within our own state 400,000 adults who could be termed functionally illiterate, this is, persons who lack the basic skills of reading and writing that are necessary to employment today. This is our target population. The plan for adult basic education as it is administered by the State Department of Education certainly is pointed toward that population.

The first generalization we would have to make is that despite the vastness of that population we are only scratching the surface at the present time. The fiscal year 1966 annual report of basic education for Ohio indicated that we had some 25 projects in 19 counties serving about 7,300 adults. The largest of these programs was in the largest city, Cleveland, where 3,100 adults were participating. The funds there were around $235,000. All together there were for the fiscal year 1966 some 300 classes which represented a very fast growing, although probably totally inadequate, approach to the problem.

It has been interesting to me, in association with some of these early classes, to observe the profile of persons you are serving. We have been successful, probably, in involving only those who are most capable of being helped, those who are most susceptible to our recruitment procedures. In that fiscal year 1966 group we learned that it was much easier to involve women than to involve men in this kind of instruction. Surprisingly, however, on the state wide basis the division was not as extreme as I have seen it in some of the larger cities. Fifty-six per cent of all those enrolled in fiscal year 1966 were women and forty-four percent were men.

About 1 in 5 in those classes was born in Ohio. This seems to me to be tremendously significant. When the State Board of Education was mandated to develop a master plan for school district organization by the last legislature, one of the studies that was made was a demographic analysis of population trends and current population characteristics in Ohio. This study was sublet to Battelle Memorial Institute. Among the findings that the Institute made, as they observed population trends of the past five and ten years, was that Ohio was about in balance in terms of the export and import of out-migrants and in-migrants. We were receiving about as many persons as were leaving Ohio. The significant finding was that in general we seem to be a state which exports people at a high level of educational development. We tend to import persons who are below the average of the educational achievement of the neighborhoods to which they move. In other words, we are exporting brain power and we are importing persons who need more educational opportunity than they have had in the states in which they were previously residing. This has been underscored by the higher education studies that have been made in the Cleveland area in which some alarm has been expressed at the high rate of exodus of persons with advanced degrees. Now I do not know if this is a matter for alarm as much as it is a matter for realism in our state. For whatever the reasons, we do have a responsibility for our in-migrants. Whatever the elements of fairness that are involved, we have a good many more responsibilities to make up for the educational deficits that were developed somewhere else in the country.

A third characteristic of those persons in 1965-66 classes was that 60 per cent of them, 3 out of 5, were married. The median age was 38 years; you are dealing with persons of middle age in our culture.

Those who have been associated with schools have been far more enthusiastic and optimistic about the programs that have been funded and administered through the U. S. Office of Education than those funded through the Office of Economic Opportunity. By and large the latter programs were conceived and operated by persons who did not understand the complexities that confront us in changing the characteristics of a very difficult population.

One of the observations that most of us made very early in the game was that the real hope for the future probably lies with changing the pattern before the welfare cycle begins. It is important to get youngsters early. We have had much more faith in Headstart and in other pre-school and follow-up programs. We have had more faith in a revolution of our vocational education programs to target more funds and more efforts before youngsters leave school than we have had hope in going back and teaching old dogs new tricks, so to speak. That is why I began by saying that certainly you are in an area which is perhaps the most difficult that we could conceive. There certainly is no culture that has been successful anywhere in the world in changing the basic learning rate of human beings. That is the problem that is confronting classroom teachers in working with youngsters. You have the even more difficult problem of taking persons who have had at least half a lifetime of failure, of finding some way to break that cycle, of introducing an element of success.

I have indicated that you confront problems. I will try to identify specifically several of them as you organize and administer programs. First, it seems to me that a basic problem that confronts anyone attempting to establish services in the area of basic education is that of identifying the clientele. Few of us have known the functionally illiterate. I have had only two or three personal acquaintances in that category. The person I have known best is one who guards this deficiency in his background very fearfully. I am one of the few people who know that he cannot read or write. It would be virtually impossible for anyone to persuade him to join a group under any circumstances where this fact might become known.

This leads to a second problem that confronts you, that of recruiting persons for classes even if you organize them.

A third one that we have noted in reports coming from basic education programs is that even after you recruit them, this population is likely to be characterized by very sporadic attendance. You can get them for a few sessions, then something interferes and they are gone again. It becomes almost as difficult to locate and get them back again as it was to recruit them in the first place.

A fourth factor is that of reaching the unmotivated. We have known for a good while that adults by and large are more efficient learners than youngsters. Experiences with military programs have proven that motivated adults who have an immediate learning goal can usually learn at very rapid speeds. This is not true of the population which confronts you. By and large they have been inured to learning. They have experienced little success in the past, and have no reason to hope for it in the present. You will, of course, have the occasional person who dropped out of school for some other reason than total failure, such as for early marriage, economic reasons, or other factors, who has long had the desire to return and welcomes the opportunity when you knock on the door. He is the exceptional person among the 400,000 we are talking about in our population.

The fifth problem is the very important one of how to develop the personal touch. How can we approach and establish empathy with persons who may have very little in common with us? This is one problem that we cannot solve by computer. We cannot simply make numbers of these people and once having located them, program something for them, and expect it to work. There has to be far more personal contact and interest, such as counseling and follow-up, than we have conceived in any other kind of adult program. We have a great deal of personal work to do in the area of this population. It is a problem that is not understood. It is a frontier consideration in education. I hope you are going to find new answers because they are badly needed.

I would like to make a brief case review to indicate the complexities and some of the possibilities of developing programs in this area. Since I know best the field with which I worked most closely, I would like to refer to some of the programs of the Akron schools. It became, of course, very evident early in this decade that we were confronting an entirely new breed of problems in the schools. We had gone through three revolutions in American education. One of them had come with Horace Mann before the turn of the century with the concept that we would educate all youngsters in the common school. Then in the midwest came the Kalamozoo decision that opened the high school to every man's son. With World War II came the GI bill that for the first time made higher education available to almost everyone who had the ability and desire to go on for further education. Now we are down to the most difficult and the last revolution in American education, how to deal with the lower 20 per cent in intellectual capacity, the 1 in 5 in every classroom who has been destined in previous generations to drop out. We no longer can afford to drop them off at the end into a sea of unemployability, into a welfare cycle that is now into its third or fourth generations in large urban centers and is perpetuated generation after generation. How do we deal with the population for which neither the American school nor any school system in the world was designed? This has been the thrust of the innovations and much of the experimentation that has gone on in the urban schools over the past two or three years. It became evident in our major population centers even earlier than it became a concern nationally. Unemployment for a decade has been higher in the metropolitan centers. The persons on our unemployment rolls have tended to be predominately those of younger years who have been dropouts, the unschooled, and the unskilled. We have known that we have this major problem to solve.

With that sensitivity, two years or so before the federal legislation appeared on the scene, a pioneering venture was started in the Akron schools at Lane Elementary School, a school located in the heart of one of the most densely populated neighborhoods of the city. This area epitomized the problems of the modern urban neighborhood. Efforts were made at that time to secure funds which could be used to expand or go beyond the day-school program. There were really three or four aspects of the Lane Community School program, because it attempted to become a school open to all the community's interests and needs. There were pre-school programs for youngsters not yet of school age; there was a tutoring program for youngsters in school; there was a recreation program for the youth of the area, including clubs and self-improvement programs of various kinds; and then there was a very active adult program. The adult program was quite varied. It included interest groups of various kinds. By second or third year there were 97 various classes serving 7,500 persons of all ages. These ranged from regularly organized classes in basic education such as reading, writing, and arithmetic to family management, consumer buying, accounting, typing, and a range of special activities, assemblies, projects (including several community development projects). The Lane Community School established several procedures that became models for later development.

The first problem that was encountered was how to interest the community. The initial approach was to organize a Lane Community School Board composed of high-level persons in the community. It was the purpose of this board to establish policies and broad programs under which the school would operate. Supplementing this board was a program committee made up of representatives of Y.W.C.A. and Y.M.C.A., the city recreation department, scouts, and other organizations (which, incidentally, frequently serve the middle class community but seldom get in this kind of neighborhood). These groups welcomed this kind of entree to a densely populated neighborhood. It was the purpose of this committee to provide the know-how and resources to implement needed programs. This, of course, still left a gap. The policy board was able to get the resources, the support necessary for this kind of school. The program committee was capable of developing instructional, recreational, and other kinds of projects that would serve. But what was needed was the sensitivity to what the interests were. To develop this a system of block captains was developed. A person on every block in the neighborhood was found who could be the representative and later the recruitment person for community involvement. This organization served several purposes. One was to meet with the director of the school and indicate needs and interests of persons in the neighborhoods. A second purpose was to acquaint persons in the neighborhoods with the programs that were being developed and offered. This plan was supplemented by contacts with the churches in the area which handled the leaflets and even registration for classes in order to promote the success of these programs. Another purpose of the block captains, and the structure they represented, was to gather data. They completed a couple of surveys. In a later stage of the development of the community school, when objectives were established for development of the community, they carried on such things as community improvement projects involving clean up of yards and property, repainting, and similar projects to improve the value of the neighborhoods. The block captains became a very important element in establishing a realistic contact with the persons needing services.

Another outgrowth of the Lane Community School came through the children's youth activities. There were the beginnings of two pre-kindergarten classes. These were not highly developed at that school, but it became apparent that one of the better approaches to the problems of inner-city neighborhoods was to provide better services for the child before he reached the school. At Lane Community School, for example, this took the form of providing day-care centers so that parents could be free either to participate in classes or to engage in employment. An outgrowth became pre-kindergarten classes, started in another school. This resulted not only in development of curriculum for four year olds but also the organization of a rather unique parallel adult function--parent-child rearing classes. The approach to these classes was to involve the PTA council in providing leadership in organizing pre-school parent organizations in the schools serving deprived neighborhoods. This proved to be very successful both from the standpoint of developing leadership among the parents of those schools and also in completing surveys of pre-school parents so that these could be identified and the children then enrolled in pre-school classes while the parents started the child-rearing classes. When the Economic Opportunity Act was funded, there was a model program all ready to go. This was expanded immediately to classes throughout the city and to clinics for parents from all parts of the city, leading to a year long program.

The development of a curriculum was entirely adapted to the home-making and child-rearing needs of these people. These programs were run from scratch by persons working with them to fill the gap between the materials which are very good for high school students but which hardly fit the experiences of a mother with four or five children. This then proved to be very effective in serving these people. I well recall the culminating experience of the first year of these clinics, when more than 200 of these parents crowded a small auditorium and displayed things that they had made, projects that they had completed. They received certificates of completion and were very grateful for the experiences they had had in those classes.

From there the problem became one of establishing basic education classes. In the first year of basic education classes it became evident that persons who were to be in literacy classes did not want to think of themselves as being in literacy classes. This was a very repugnant term. Even "basic education" seemed to have some kind of a negative connotation. The term they chose for themselves and which we used in publicity was "adult self-improvement classes." The term "self-improvement" seemed to have a positive connotation.

The block worker concept of Lane Community School was adopted for this approach, becoming more effective under the Economic Opportunity Act. The block captains could become paid persons in the neighborhood who could then spend more time and go more intensely into the homes, interview persons, follow them up, get them to classes, and check back where problems arose. Schedules were arranged so that there were classes available both daytime and evening in centers close to the neighborhoods to be served.

Now we looked at means of starting these classes. Any of you who have started adult basic classes on a large scale know that even if you are going to have classes limited to 12 or 15, it is going to be difficult to get 5 or 6 out to the first sessions. It may take the whole semester before you are up to a count of 10 or 12. Then people get jobs or have changes in their family schedules and start dropping out. It is a constant problem to keep generating interest and motivating persons to be there. One of the approaches that was successful the first year was tying in a television program with the inauguration of those classes. We obtained the second series of Operation Alphabet, the television program in literacy which was developed by the Philadelphia schools. We used it for a semester not only as an instructional tool for persons in their homes and as a supplement to what was being done in the classes, but also tying it in promotionally by providing both before and after each telecast on a commercial station in the area a promotion for the classes, indicating where persons could go to get information and how they could phone or visit someone to tell them more about it. This resulted in a good many referrals which might never have come without this access. It seems to me that there is tremendous potential from those well-organized television programs. Television is perhaps the only medium that has access to the bookless, newspaperless homes that are the target of our concern.

There were two other further developments. One was the opening up of a manpower training center two years ago. I include this not because of its direct relationship to your area of interest but because in developing plans for the 15 or 20 occupational programs that were to be centered in one building, it early became apparent that these would be ineffective without basic instruction in the subjects of communications and computation. Along with the employment of persons in the various areas of skill, early attention was given to adequate basic education supervisors. Thus the center opened as an integrated program, with persons participating in both basic education and occupational classes.

Soon after these programs were going, the Akron chapter of the National Association for the Advancement of Colored People made another suggestion. The NAACP said, despite the opportunities that were available, there was still another target population that wasn't being served. They were not being served by basic education classes, they were not being served by vocational or occupational classes, they were not being served by the community school or any other kind of informal program. The NAACP said there was another population of persons who were capable of finishing high school but who dropped out for one reason or another. There ought to be a means for these people who are not capable of paying even the nominal tuition for adult high school to return to complete their diplomas if they want to.

We agreed with that philosophy, but there was no provision in either a federal program or a state program for financing adult high school completion.

We looked very seriously at the question, "Should this be a service that is supported from local funds?" All of us are too painfully aware that local funds are all too sparse for the support of the regular programs of Ohio schools. There would be many fiscal dangers involved in opening adult programs to free tuition, particularly in large cities where large amounts of funds can be devoted to them. It appeared that there was no ready source for financing such a venture. We turned to private funds and said, "Let's test the need and the acceptance of this type of program." The Akron Community Trusts made available funds to provide adult high school scholarships. You might be interested in the experience gained in the first year of that program. It was thought by the Urban League, which had made an inquiry into it, that there probably were at least four or five hundred persons who were very interested in completing their high school diplomas but did not have the means to do so. From that estimate we began immediately to survey to see exactly how many were available. The Urban League cooperated along with the high school and basic education persons in each of these neighborhoods. It was found that that estimate was quite high. There could only be found readily 200 persons that were high school dropouts who were interested in returning and who had some kind of credit or some kind of high school standing which could be applied to such a program. Then began a very intensive period in which each of these persons was given individual counseling. Each of them was assisted in assembling his credits and background in high school work. Of the 200 only 97 could be qualified to return to school immediately. With the 97 who were qualified, less than 90 actually did start. In the first round of courses there were 60 who completed them. This made it very difficult to generalize as to the need for high school completion programs. It did, however, indicate the difficulty that may be involved in bringing large numbers of persons back even for basic instruction, much less high school completion. Yet, we know that in today's world, without a high school diploma the chances for employability are becoming slimmer and slimmer.

Out of these four or five programs targeted particularly to basic education, the difficulties and problems that I enumerated earlier were not resolved. They did indicate that certain successes could be achieved by attempting to meet those problems head on. I am going to suggest, therefore, in conclusion, three or four possibilities for community involvement in which we can expand and meet the challenge that is represented by this very large target population. It seems to me that given the present financial situation there are not readily available funds beyond those represented by the interests that you have brought here from your districts through the federal programs for attacking this problem. I see no great enthusiasm anywhere for expanding those funds. It is not a field which is understood. We have a firm and far-reaching tradition in our country that when one is an adult he is responsible for his own education. There is great reluctance to provide funds for free high school attendance, for example. But given the situation, there are still things that any community can do to meet this problem and to achieve some progress.

The first is the willingness to experiment and to innovate. In the community about which I was speaking, there were no funds to devote immediately to developments that I talked about. There were interested parties and there were private funds available to assist what efforts could be taken from the time of teachers and administrators. As a result of those experiments, it was possible not only to stimulate the need for additional funds from federal sources and others as they have become available, but to use them more wisely and effectively. In effect a head start, a running start, a faster start, a more effective start occurred because of local experience. I would certainly be surprised if the efforts you are putting into the basic programs you are now *directing may not lead to expanded programs of some* kind, particularly if you continue to be successful.

The second prospect for any community is to explore the full use of available resources. These resources are greater today than they have ever been in the past. I refer to manpower development funds, to vocational education funds, and to the possibility of diverting or acquiring private cooperation of other community agencies in school-directed and school-centered programs.

These do raise a third area of concern. That is, do we have a local fiscal responsibility and perhaps a state fiscal responsibility for the non-high school graduate after the age of 21? We are down now to a philosophical problem. It is not an easy one to answer and not one to which we have addressed ourselves fully in this country. It may be that like other federal programs, some of the efforts now will be expanded to make this concept more viable in our country. We need to address ourselves to it because it is evident that if the large segment of the population we are talking about is to be served adequately, we must somehow go beyond the separate programs we are now providing in basic education and in certain occupational areas to coordinate those programs and provide a broader base which in turn provides more interest and more stimulation and more motivation to persons who can go to one place and feel that their needs can be served realistically, whatever they may be.

Someone said that when man at the end of the road casts up his accounts, he finds that at best he has used only half his life for good or for bad purposes and the other half was lost inadvertently like money dropped through a hole in a pocket. The task you are confronting at the present time is how to help patch the pockets of those whose whole lives may be spent without any really useful purpose in our complex new culture. I hope that your efforts will be successful, becuase the purpose and the meaning of what you are doing is as significant as any other concern that now confronts us in American education.

HOW ADULTS LEARN

By

Professor Andrew Hendrickson
Ohio State University
July 12, 1967

For better or worse, this nation, acting through Congress and the Presidency has committed itself to the elimination of poverty and its attendant evils, including illiteracy.

The leadership role in carrying out adult basic education has quite clearly been given to the public schools, even though to be successful they have to work with many other agencies--educational, health, and civic agencies.

Although the schools have always had the sheer ability to wipe out adult illiteracy, they have not done so. They have traditionally waited for people to come to them and have taught whoever showed up in the classrooms. Teachers have not been to blame; educational authorities at state and local levels have never placed a high enough priority on this goal to be willing to furnish the physical and financial resources to accomplish the job. Now with massive federal financing, there is a fresh mandate for the schools to proceed.

You, the teacher, are the key person who will very largely determine whether, once the adult is in the classroom, he will attain those skills and that learning which will put him on a more nearly equal basis with those who were fortunate enough to be able to continue their education without a break.

There are many facets to the teaching of the adult illiterate, but I think they can be grouped under two main headings: (1) the personal relations aspect and (2) the instructional aspect, and in my judgement, the personal relations aspect comes first. In many situations the teacher is a psychologist and social worker first and a teacher afterward.

Since personal adjustment of adult illiterates is basic to the teaching of them, let us spend some of our time looking at them as individuals and at their characteristics as members of a special sub-culture, and then let us see what these things mean in terms of the teaching-learning situation. I know that last week you heard a great deal from Dr. Bantel and the panel about these people. I also know that on your trips to the social agencies you have had some first hand experiences which will give you real insight to some of the problems these students and their families face. Besides that, you have had your own individual experiences in your classrooms.

Nevertheless, I think it will be good for our purposes today if we become very specific about the personal characteristics of the class of people variously described as undereducated, underprivileged, culturally deprived, etc.

Many students of the current social scene have classified the characteristics of these people. One of these is Dr. R. L. Derbyshire, a psychiatrist in U.C.L.A. School of Medicine. I shall use his classifications with some adaptations of my own. He catalogs their characteristics in this way:

1. Family. The adult illiterate usually comes from a large family of five or more children. Child rearing and social control are a function of the mother, grandmother, or older children. The parent or parents are poor and because they are working or looking for work they provide little supervision.

2. Communication in these families is largely non-verbal. They use little or no sentence structure, have a small vocabulary, and are non-readers. They learn to read each other less by what is spoken and more by motions and gestures; i.e., the way eyebrows are slanted, the way the forehead is wrinkled, the position of the torso, the way a hand is raised. Grunts, groans, and monosyllables are important--Naw! Yeah! Git! Shut up! C'm here! are examples.

3. Lethargy and lack of motivation is present because of the alluring prospect of material comforts and the denial of the opportunity of gaining them. This lethargy, due to exclusion and multiple failures becomes a syndrome which is passed from generation to generation. Each generation tries to succeed and cannot, so more lethargy sets in, and we have the classic vicious cycle or downward spiral.

4. Forced early independence. In order to survive in this type of family, one must stand on his feet and fight. In this type of family children are taught to be physically agressive. The culturally excluded family selects for transmission to the child only those items in the environment which it feels are necessary for survival. Uneducated persons desire many middle class goals, including education, which it recognizes as one means to success. Therefore, if one wants to become a success in the lower class community, and education is the method but unavailable, they then choose a non-approved method of achieving a substitute success. This may mean the numbers racket, car stealing, or some other marginal or criminal activity.

5. Present orientation. The underprivileged are oriented to the present. The middle-class person lives for tomorrow. Thirty-year mortgages and college savings accounts, for one's children are indications of middle class future orientation of the lower class.

These socio-cultural conditions lead to a number of negative personal traits which will be mentioned below.

1. Insecurity. This is displayed by boisterousness and "acting out" behavior. When one is insecure, learning behavior is retarded because defensiveness and behavior justification become important.

2. Physical Aggression. When one perceives his behavior as too inadequate for him to join the educational group, he then joins the other side--becomes pals with other non-status persons. These take pleasure

in breaking school windows, deriding teachers, and defying truant officers, policemen, and other symbols of authority.

3. Reticence is another and opposite trait of adult illiterates. Those who do not become aggressive take the opposite track and protect their egos by being introvert and unduly retiring. There is a difficulty in speaking out regarding one's own needs, until sometime when a tender nerve is struck when feelings may come out in an explosive and erratic manner. A frequently verbalized attitude is, "Well, you know, this is life," or "That's the way it is." Reticence becomes exaggerated when educational and occupational exclusion is compounded by minority, racial, or ethnic identification.

4. Resignation or lack of motivation. They frequently feel it is impossible to change their present condition, so why try. Their experiences with public officials and landlords increases this feeling of being trapped by their circumstances. Our author cites one of our major cities where these people are charged $17 to $27 a week, which is $75 to $115 a month, for a three-room flat with one cold water spigot, a broken toilet; where there are obnoxious odors; where rats, cockroaches, and other vermin have the run of the premises. Since many of these families are on relief they see the welfare system as agreeing to keep these hovels in existance. Small wonder if the counselors, visiting teachers, or social workers meet with skepticism when they call at these homes to recruit the adults as educational prospects.

The illiterate adult has other characteristics which will affect his ability to learn.

1. He will be lower in scholastic aptitude than his peers who stayed in school. This will not be true of all, but it will be true on the average.

2. He will be easily discouraged and will be tempted to replicate his former drop-out pattern of response.

3. His home conditions, more likely than not, will be non-conducive to study and homework. Homes of the undereducated are likely to be poorly equipped and overpopulated.

4. He is more doubtful of his ability to learn. He has already rejected, or been rejected by, the school system. It will be hard for him to rationalize a return to the scene of his earlier failures. The inference is clear that if he failed before he is likely to fail again.

5. He uses and reacts more readily to non-verbal forms of communication. Since his vocabulary is limited, he is forced to do much of his communicating on a non-verbal level. He is extremely sensitive to non-verbal cues and tends to judge more by action than words. As teachers, we may say one thing verbally while non-verbally saying another. In this case the undereducated adult will receive the non-verbal cue more strongly than the verbal one.

6. His social values, and goals differ widely from the upper and middle class values of his teachers and other school personnel. The

undereducated adult will have a different value structure and in many instances will show indifference or even hostility to social institutions such as schools, churches, scouts, and "Y" organizations.

7. He will have more physical handicaps than his peers who continued in school. In this group because of lack of medical care and high tension levels, there will be more cases of poor vision, poor hearing, speech defects, high blood pressure, heart trouble, etc.

These seven characteristics are verified by many case studies. They are further verified by data compiled in our Columbus schools. In one of the excellent workshops conducted by James Vicars for ABE Teachers in Columbus, he asked them in an evaluation session to list the characteristics of the ABE students as they had observed them during the past year. On the negative side they listed these things:

1. Low ability.
2. Shy about educational level.
3. Extremely ill-informed in all areas of general knowledge.
4. Very school conscious.
5. Non-readers.
6. Poor visual acuity and health in general.
7. Marital problems.
8. Self conscious.
9. Pretends he is knowledgeable when he is not.
10. Poor "self image."
11. Inability to see "the future."
12. Lack of confidence.
13. Very defensive.
14. Suspicious of strangers.
15. Lack of reading comprehension.
16. Frightened early in program.
17. Minimum of time for home study.
18. Negative thinking - can't learn.
19. Unpredictable in attendence.
20. Need constant reassurance and encouragement.
21. Poor eyesight and defective aural response.
22. Some feel they can never accomplish anything new.
23. Secretive about attending classes (community).

Fortunately, these students also frequently exhibit a number of positive characteristics. Several of those noted were:

1. Real desire to learn.
2. Very hopeful of improving their situation in life.
3. Realization that they have missed something (education).
4. Realize that reading is most important.
5. Realize that their oral language is inadequate.
6. Have a great amount of respect for teachers.
7. When good rapport is established, student feels free to talk of his needs and desires.
8. Want to know Why of a lot of things.
9. Strong religious feeling.
10. Sensitive.

11. Interested.
12. Sincerity of purpose.
13. Extremely proud as time passes.
14. Appreciate opportunity.
15. Attentive in class.

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Now let us turn to the consideration of the adult as learner and discuss how he may differ from children and youth who remain in school. First, we will discuss the characteristics of adults in general as learners and then we will try to be more specific about the undereducated adult as learner.

1. Adults are older and more experienced. Also, their experiences are different. The child's experiences are oriented around school, peer groups, the playground, etc., while the adult's experience has concerned his work, his family, and his responsibilities as a citizen and community member. Since he is mature and has experience, he will appreciate any effort by the teacher to acknowledge and make use of this experience in the classroom.

2. Conversely in the case of many adults, long experience will cause them to be set in their ways and resentful of change. Only slowly, without threat and on a step by step basis can old habits, customs, and learnings be supplanted by new.

3. Adult students are highly motivated when they appear in class. However, unless reinforced soon and frequently, this motivation will evaporate as it is in competition with the desire to engage in activities designed to reduce fatigue or those related to family or fun.

4. Adults are more likely to have feelings of inadequacy leading to a fear of failure. This is particularly true if they have had previous school failures, or if their formal schooling was in the distant past.

5. Adults in general can learn as well as youth, but some tasks may take them longer. Age as such is no barrier to learning, but a decline of physical faculties such as sight, hearing, and reaction time may prevent an adult from producing as much written work in a given time as younger students. However, many studies agree that in certain traits such as vocabulary, general information, and reasoning adults as a group tend to surpass younger students.

6. Most adults have higher standards of performance than children or youth. In school children are usually satisfied with a performance rated 80 or 85 or 90. But coming from a world of work where mistakes are costly, adults set themselves standards which approach perfection. Therefore, while they may do less work in a given time, they tend to do it better.

7. Adults have different kinds of goals than youth. Emphasis in youth education is on a life still to be lived. Adults have problems and needs which should be met here and now.

8. Adults like to be aware of their progress. Children may be evaluated after 5 or 10 or 15 lessons, but an adult needs to know "What did I learn tonight?"

9. Adult groups are more heterogeneous than children's. Differences in background, ability, interest noted in children are magnified in many groups of adults. This may call for such techniques as sub-grouping or individual tutoring. Helping the student to find and keep his best pace is very important.

10. Adults who attend classes in the evenings are often fatigued after their day's work. To stimulate and maintain interest the teacher should provide for frequent change of pace and should utilize a variety of methods including liberal use of audio-visual materials.

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These are some of the characteristics of adults in general as learners; now let us look at the ABE student in particular. I suggest the following as a pertinent but not exhaustive list:

1. The ABE student is likely to feel insecure, embarrassed, and fearful that he will be inadequate. Since learning will be retarded until his other needs are cared for, the teacher will need to assist him with personal and family problems.

2. The above leads to the need for an early experience of success. This will give him assurance and encourage him to keep coming. This can be done by having him do some simple exercise that is well within his ability, and praising those aspects which are done best; e.g., spelling, punctuation, letters well formed, etc.

3. The need to break work up into small units so that the student can get a frequently recurring sense of accomplishment.

4. There is the need to pace the student's progress so that it is not so fast as to frustrate him or so slow as to bore him. This may mean sub-grouping or a considerable amount of individual work. Some of the newer texts allow for a great deal of individualized work.

5. In general written skills should be built on verbal skills. In spite of their poor vocabularies, many adults can talk better than they can write, or at least they thing they can. Once they have verbalized their ideas they are more willing to write about them. In a few instances the reverse will be true where the extremely reticent will have to write first and be led to verbalize later.

6. There is the need to treat each person as a unique individual. Although many of these personalities may be malformed because of their

negative experiences each is an individual and they should not be treated in the mass or be subject to lockstep procedures.

7. Use standardized tests sparingly, if at all, except at the higher levels. Tests may be the most specific thing they associate with past school failures, so a good way to alienate the ABE student is to spring a standardized test on him the first day of school.

8. Help students keep a record of their own progress. Students should be aware of their progress and should be able frequently to measure it.

9. Reinforce learning by the liberal use of praise and by relating it to some practical use.

10. Design the work so that the student has a physical product to exhibit.

- Examples of handwriting
- A page of written work
- A list of words correctly spelled
- A sheet with arithmetic problems
- Ditto with examples of triangles, squares, oblongs, etc.
- Etc., etc., etc.

"Reading and the Language Arts"

by

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What is reading? When we consider the implications of the reading discipline, we need to look at its real foundations and probable origins. How did it come into being? How and why was it created? To better understand some of the successful teaching techniques being used today it might prove beneficial to make a rough analysis of the reading process itself.

It is quite probable that most of the people that you have enrolled in your adult education classes come from environments of educational neglect and various degrees of failure in their attempts to interpret the symbols that have been devised by man to give form to his spoken language and meaning to his experiences. In addition to this many of them have experienced difficulty in the area of oral language expression. The number of words in their spoken vocabulary is small, and their experiences that give meaning to words is probably quite limited.

At this point you might ask, "What is reading and who can read?" Actually none of you in this room can read if you insist upon total inclusion. All through life we keep enlarging, extending, and filling in the meaning and ideas behind words. I remember that when I was taking some of my early courses in psychology, the instructors identified one stage of the process as an "ah-ah point" indicating that now I understood fully, that I had attained complete insight. I discarded that point of view a long time ago because it has been my observation that people seldom, if ever, completely understand the meaning behind words. All of your life you enrich, enlarge, and broaden your understandings, your concepts, your brain pictures of the meanings of these symbols called words. To understand in depth you need to increase, to define, and enrich your understandings of the meanings of the symbols found in your spoken and written language. You will be at it until your dying day. Therefore, all of your life you will vary in your ability to read. I have attempted to incorporate what, to me, is the crux of the business of reading in this viewpoint. It is a slowly maturing, developing process.

One of the reasons why so many of the people now enrolled in adult education classes tended to fail back in the early years of their limited schooling was that they lacked the necessary experiences to give meaning to words. Then, too, many of them probably had an idea that reading meant saying words from a printed page. When I first started to teach, I had some boys and girls in school who were able to quote the reader word by word and page by page. One day I accidently made this discovery when a young student stood before me holding his book upside down and saying every word correctly. I remember that I got up and turned his book around. It embarrassed him just a little bit, but he went right on without a break and turned the page when the proper time came. Regretably this concept is similar to that held by some teachers who feel that their students are good readers when they can pronounce every word correctly. The truth is that you do not read unless you visualize the concept behind the word, usually this concept has come from your own past experiences--something that made a "picture in your brain." How did this particular aspect come about? It came about simply because you, in your learning to read, constantly and repeatedly associated the words with specific experiences that you had or something like an experience that you had in the past. If you have not had that type of experience, you cannot make an adequate "brain picture" out of the word. Many such experiences and many such associations must be made before you can extend meaning into the realms of imagination and abstract thinking.

This business of reading is really very complex. In fact it is one of the most difficult things that man does. We have a capacity up in our brains of making associations because we are uniquely equipped with extremely complex tracks of interwoven nerves. We associate a symbol or word with some experience that we have had, or that we have read about, or that we have seen on screens or in the pictures we find in magazines and books. Actually we grow up very slowly physically. A great many of our boys and girls move through the first and second and third grades before they are fully equipped to make these associations with much speed or accuracy. Sometimes our school systems fail to locate this lack of proper maturation or adjust the learning environment to adequately cope with the problem. Many times both administrators and teachers fear that a bottleneck of learning is forming and they keep shoving these students on demanding that they read materials too difficult for them to understand. Soon the frustrated students find themselves up in the fifth, sixth, and seventh grades and on into junior and senior high schools unable to understand their printed materials. Many pass out into the adult world still unable to read, or drop out of school at an early age frustrated and defeated. In too many of these schools no concentrated or specialized programs are provided to attend to the needs of these students. Then, too, there are geographical areas in the United States where attendance laws are not enforced, where schools are still quite a distance from the homes, and where parents do not insist upon an adequate education for their children.

Without a doubt the ultimate goal of reading is to create people who will enjoy reading. There is evidence that we have not achieved this goal. Recent research indicates that approximately ninety-five per cent of the books read today are read by only five per cent of the people. If I were to ask the question here, "How many of you have read an entire book during the past year?" I might embarrass a few. Probably all of you have read sections and portions of books. You may say that you like to read, but do you read? That is the real test. In this process of trying to read we have accented one of the basic reasons as to why we do not grow in the skill more than we do. To learn to read better we must read consistantly.

Almost every single person, unless he possesses a damaged brain, has the capacity to learn to read if given the opportunity when he is ready for it. The question remains, "When is one ready to learn to read?" Statistically speaking the median of when people are supposed to be ready to learn to read is about six years of age chronologically and just about the same age mentally. The brain must have grown to the proper stage where associations can be made between symbols and experiences and the sense organs must be efficient enough to register and carry stimuli to the brain centers.

This experience of growing up comes to everyone but we do not do it with the same speed. I was made quite aware of this fact several years ago when two of us went down to Evansville College to observe their reading clinic for retarded and non-readers. Those enrolled ranged from about sixteen to forty-five years of age. I was puzzled to find one young man who had spent several years in our armed forces who did not know how to read more than a few words he had come into contact with in the services. Do not ask me how he got into the army. I do not know except that we needed men desperately. When he tried to locate a job he ran into what seemed unsurmountable obstacles. Wanting to learn, he attempted to take advantage of his GI rights but he faced the embarrassing situation of starting all over again in the educational program. He had dropped out of school once before and his local home school did not have anything to offer an adult. He found that Evansville had a place where they would instruct adults that did not know how to read. Here embarrassment was at a minimum and he could associate with others of his own age. I watched that young man perform in the clinic. Here was an adult moving from the readiness stage into the experience of associating symbols from the printed page with meaningful situations from his past. He was able to profit from lectures in the classrooms but he wanted to read the texts. He had to read to progress, for the word was the key.

For the first time he was finding it possible to realize success in reading. Why was this true? First of all his brain had developed to a stage where images could be associated with word concepts. He had a rich stock of experiences to give meaning to the words. But above all he wanted to learn. There was a purpose, a goal, a drive. (In all adult education this desire to learn is paramount.) It probably existed back in the early stages but failure, lack of basic initiative, poor home environment, or a lack of opportunity had stiffled its growth.

One of the first things that you as a teacher of adults must identify is the desire to learn. If it does not exist, you must seek to develop it. When a person with a normal brain wants to learn badly enough, he can learn when you set the proper environment and seek to guide him in his efforts. If this desire cannot be created, you cannot succeed. Most adults who come into your adult education classes already possess a large degree of this desire or they would not be there.

Let us return to our case study. Many factors made it possible for this young man to learn to read with greater comparative ease and speed. He had spent several years in the services, had seen so many places, met so many people, exchanged so many ideas, listened to so many new words. He had a kind of readiness all built within waiting to be used. I discovered, too, that he had had a type of eye difficulty when he was very young and had not overcome it until he was in his teens and had already experienced failure. The nature of the eye difficulty related to certain aspects of depth perception and a type of mild astigmatism. Exercises provided by the army had helped strengthen the eyes and had served to help further overcome the vision weakness. I was reminded that eye and ear difficulties often accounted for, or added to the obstacles that had to be overcome in learning to read. A final and extremely important aspect of readiness lay in the fact that he had someone personally interested in his success. He had been failed, he had been classified as a non-learner, he had been pushed aside and neglected until he thought that no one was interested in whether he ever learned to read. Now he had found somebody who was willing to help even though years had passed since his first discouraging experiences.

If a teacher is attempting to teach adults how to read and is not genuinely interested in the student's problems and difficulties, he should not attempt to develop the skill because teaching reading is a personal exchange. It is not a group project. It is an individual approach. You have to analyze the individual, locate his difficulties, and strive to overcome them. If you do not do this in a professional manner, you will have scores of men and women in your classes who never learn to read, never enlarge their understandings from the printed page, and never learn to use the books and newspapers that are accessible to them.

We have suggested that a great many factors influence the capacity to learn to read and the developmental process that is involved. An area of extreme importance includes the possibility of physical and emotional injury. Failure is only one of the emotional blocks to learning, but it is a potent influence and never completely overcome until a satisfactory degree of success can be substituted. Perhaps you can better sympathize with the student if you have personally experienced some degree of failure. Maybe you have faced a tough test. You may have found that your heart beat increased, your blood pressure rose, and you experienced great difficulty in thinking. Reading is thinking. In this emotionally tense condition your muscles pressed upon your blood vessels and the blood was forced to the extremities of your body. Sometimes this lack of an adequate supply of blood blocked your ability to associate meaningful concepts with word symbols. The flow of energy to the nerves was greatly reduced. You found difficulty in expressing the few thoughts that did materialize. You may have even fainted. To be able to function properly in these situations one must find it possible to relax to a near-normal condition physically. For some people this may seem like an insurmountable task, especially if they have experienced years of failure. In these cases the teacher's ability to build personal acceptance, group morale, and a degree of confidence through success becomes of utmost importance in the classroom.

We have been progressing through years of professional attempts to measure intelligence because we have believed that there exists an unusually high correlation between intelligence and one's capacity to learn to read. The reasoning has been logical when we have identified the process of reading as a thinking act. Most of us have been involved in administering certain types of tests in an effort to identify intelligence differences in terms of intelligence quotients and mental ages. However, for years we have been told that these statistics seldom, if ever, changed appreciably during the entire life time of the individual. Many psychologists suggested that we probably had been born with a given amount of "brains," lived with the same amount of "brains," and died with the same amount. Educators put the data on permanent records that followed the student from kindergarten to graduate school. Facetiously, it might be intimated that some of them would have stamped it on the coffins as a proper key to heaven.

Several years ago I had the privilege of working with a large number of children in a state school for youth from divorced and broken homes.

In most cases the intelligence quotient appeared on their admission folders as an indication of ability in the elementary schools from which they had come. It was evident that many of them were more able to learn than their I.Q.'s indicated. The median grade achievement of the entire group at admission was approximately two years retarded. When we proceeded to administer a series of intelligence tests, we soon discovered that there was a definite tendency for the intelligence quotients to increase. This did not occur in every instance, but the incidence was so pronounced that it caught the attention of the state psychiatrist. Many of the I.Q.'s had moved from the 60 and 70 list to 80 and 90 and occasionally one reached 100 on a Binet. The correlation between these changes and the number of cases coming from deprived, underprivileged, and broken homes seemed meaningful. We tended to believe that the new environment where they had plenty to eat, well balanced meals, opportunities for planned and supervised physical development, acceptance by the peer group, and personal concern expressed by the faculty and staff must be having an influence upon ability and mentality. Many of these same students were eventually placed in foster homes where most of the foster parents accepted and treated them as one of their own. A carefully conducted follow-up study indicated that many of the I.Q.'s moved still higher on the scale. Some reached approximately 110 and 125 on the Binet. There seemed to be little doubt that if you could change the environment a great deal over a reasonable length of time you could either lower or raise the intelligence quotient an appreciable amount. Since that time depth studies by such research centers as Fels at Antioch have tended to verify our conclusions.

It seems logical to conclude that intelligence quotients are the result of statistical calculations mirroring the reactions of a student in a given situation at a given time. It may or may not change. Factors which might tend to keep it from changing would probably include the stagnation of environmental influences, or permanent brain injury, or a physical lack. In your contacts with students in adult education it becomes obvious that you cannot immediately alter the home environment or the community from which your students emerge. In most situations this environment has not changed appreciably through the years, therefore, the intelligence quotients are not apt to have changed very much. However, there are instances where the defeatist influences have been partially removed. Many modern homes have been blessed with more adequate diets, better incomes, acceptance of one's background, happy marriage situations and more desirable home environments than existed when these students were of elementary school age. These factors and others might serve to alter the probability of success in learning to read. You may find returned service men who are much more eager to advance their education than they were a few years ago. They have gone through drastic environmental changes. However, it should be remembered with equal caution that you are apt to enroll students whose intelligence is diminishing because of enduring and growing adverse circumstances.

A careful analysis of a students background can help the professionally minded teacher. It enables the instructor to understand the individual by recognizing areas of success and failure, by identifying the types of experiences he understands, by locating his interests, by measuring his purposes, goals, and aspirations. These can be identified best through personal contacts, informal conversations, and good human relations exhibited in the classroom and between sessions. The student must feel that you have confidence in him, are genuinely interested in his success, and that you like him as an individual. Teachers must constantly strive to accept students for what they are, seeking to reject none, and maintaining dignified personal relations with all members of the class. This is no easy task, for all teachers are human and subject to human frailties. It is naturally much easier for teachers to accept some students than others. Teachers are just as different within the professional ranks as students but this area of human relationships and human acceptances is of prime importance.

The teaching of reading is a complex business. Some authorities have identified over fourteen distinctly different ways, or methods, of teaching reading. All of them have been successful and it remains for each individual teacher to adopt and adapt a series of techniques which seems to best fit his own ability and understanding as a teacher as well as the students he wishes to instruct. All of these various techniques tend to recognize certain basic truths that underlie the process. They become polished and adjusted through years of experience in the classroom. At the same time they become extremely personalized. That is to say, I have my way of teaching, you must develop and have confidence in your own.

Let's consider some of the basic factors that apply to all types of reading instruction. When our brains mature to a point where we can register what we see and hear, we start to learn. These sense organs are the doors to the brain. We supplement and strengthen the process through manipulation and the nerve endings that give us the sensations of touch. Stimuli in the form of nerve energy moves from the sense organs, over nerve tracks, to specific areas of the brain resulting in a chemical change that is recognized but little understood by science. Seeing with our eyes, listening with our ears, and feeling with our hands we begin to form "brain pictures" or concepts from our experiences in our environments. We have not learned to read yet as far as the symbols on the printed pages are concerned, but we have started to learn to read the signs of life.

One of the basic factors underlying the process of maturation and closely related to the processes of learning to read is the development of an interrelated maze of nerve tracks to, from, and within the brain. Nerve impulses of energy move over these tracks in set patterns, once they are established, through maturation and experience.

One of the most exciting experiences I have ever had, involved watching a reading specialist from Purdue as he worked with certain adults who were having problems in learning. He was systematically putting them through a sequence of body movements similar to the sequence naturally experienced by growing children. Once such experience sequence involved getting down on the floor creeping and crawling in a manner similar to the baby. The sequence slowly developed until the student was walking on a balancing beam. The specialist was slowly and meticulously building, or rebuilding, the nerve tracks that may, or may not have been developed in the individual's past maturation. Although subject to much criticism the specialist's teaching techniques have produced individuals who have become more successful in the process of reading than they had been before. The principle behind this theory has been found to apply in a related manner to the reconstruction of new patterns of nerve tracks around damaged areas in certain types of mental retardation.

This reconstruction idea also applies to environmental backgrounds in the process of educating those enrolled in adult education. As we have suggested, it is very difficult to teach the meaning of a word unless the student has had an identical, or similar, experience. Because a large proportion of our adult education enrollees have grown up in environments that are extremely limited in scope we find that we must provide new concepts in a rather elementary manner. We usually do this through the media of pictures, films, trips, and accompanying discussions attempting at all times to build the new concepts on the old ones which already exist in their experiences.

Reading is never complete. It is just a fractional part of the total concept that we seek to build each time that we study, or use a word whether it is old or new in the student's vocabulary. For instance we associate the word with a picture, describe the situation involved, and use the word over and over again until it becomes part of the spoken and written vocabulary. This concept building becomes the final stage as well as the first stage in developing meaning. To facilitate this process we stack up material aids of all kinds. The cheapest aid of all consists of the many pictures that illustrate meaning in our magazines. We gather them from many sources, label them, file and keep them for future usage. We become aware of every new word found in our reading material and seek to make practical associations of words and pictures. This is relatively easy to do with nouns, but it is not so easy with verbs, adjectives, and adverbs.

We have already indicated that we get meaning from many sources such as direct experience, television, movies, film strips, still pictures, verbal explanations, oral readings, silent readings, and sharings through conversation and discussion. We strengthen our teaching when we combine these sources of basic or expanding concepts. The most modern of these is television. Practically every home, regardless of economic status, has a television set. These people may lack some things, but they seldom lack cigarettes and television. It can serve as a blessing or a stumbling block in the development of reading among both adults and children, depending on how it is used and when. Because the experiences of our American people are so enriched with television, it is time that we started using the facility as a teaching tool. There is a tendency to condemn the influence of television in many schools because children spend so many hours watching the late, late shows and many of the rather insipid and often crime filled broadcasts. Youngsters watch them for amusement rather than educational purposes. They do not have to know how to read to enjoy television and sometimes reject the pain and effort of learning to read when they are in school, preferring to be entertained. Attempts to create interest with books may become more and more difficult. But a creative teacher can use television as a teaching device in concept formation. Those who tend to enroll in adult education courses watch television for the same reasons as their young counterparts and the hours of time spent at the past-time are comparable.

Because of the variations in experience no two people will tend to read the same paragraph, sentence, or word and realize the same meaning. For instance, in this class we have thirty adults enrolled. Your multiplicity of experiences makes it impossible for you to get identical understandings out of what you read. I am always bothered when I hear a high school or college English instructor say, "This is what Shakespeare meant." No one really knows what Shakespeare meant and certainly his experiences were quite different from our own. We can speculate on what he meant, and this is good, but we do not know what he meant. It is our own interpretation of what we think he meant that is important. We tend to be more creative when we disagree about such things and creativity is a desirable goal. In too many class situations we have tried to force people into narrow channels of thought by insisting that we must all agree. One conclusion seems certain. We need to use materials and experiences that are common to our students when we attempt to build word meanings. I do not mean to infer that common means identical. It means similar enough so that the various concepts are related and can be used in creating common understandings. Our adult education students have had experiences in filling out forms, making applications, reading advertisements and a host of other common activities that can be used in building basic vocabularies. If they have been unable to fill them out themselves they have watched others do it, or have received someone's personal help. The basic principle is that we have pictures in our minds of what we think words mean. As we get older these experiences broaden and the details of our brain pictures increase. Also, we constantly change and alter our understandings.

Reading makes me think of washing dishes. We have to do it over and over. Yes, reading is rough. It is hard work. It can become tedious at times. People need to know this before they start the process. We need to say, "I know it is rough, but you can do it. It opens doors to so many things that you would like to know about and do in this world. It is going to be worth while if you just stick to it."

You cannot separate reading from any of the other language arts. We tend to read, write, and speak in an inter-related manner. One of the most successful teaching techniques that I have ever seen was observed in Denver in a reading clinic for teenagers. The instructor was teaching his students to read through the media of a type of experience chart which they created both individually and as a group. All of the words came from their own spoken vocabularies and the ideas grew out of their own experiences. They described things they had seen, places they had been, and things they had done. They applied for jobs, filled out application forms, created advertisements, and wrote narrative stories. Possibilities to use their own experiences seemed endless and came from many sources. They started with only four or five words to a sentence and soon built them into compositions, or paragraphs composed of three, four, or five lines. A reserve list of the words used formed a source of supply for new compositions. At first every single word came from their own spoken vocabularies and from their own brain pictures or concepts.

Another unusually successful technique involved the use of a tape recording machine. People that could not read or write more than a very few words recorded their speech on the tape. These were transferred to print with a typewriter and assistance of aides. Then, as the student listened to his own voice he followed the typed lines word by word. He repeated the process until he could read the words without the use of the tape. Many of the teenagers progressed as much as three and four years in reading ability within the short span of one year when taught by this self-motivating method. Not only did the students want to learn but the process of reading became functional and real. Again the success came because the words were meaningful and out of their own spoken vocabularies.

As soon as the students are able to read enough to make the meaning of the printed pages clear, they should have access to books. These should be carefully selected as to vocabulary content and variety of interests, but the student should have the privilege of selecting his own book. At this point he wants to read for enjoyment so most of these books, or booklets, should be narrative in type. Praise and encouragement by the teacher will help a great deal, and sometimes a valuable sense of achievement and importance can be created when he is able to share what he had read with others. If you could have a library of from five hundred to a thousand of these books you would be one of the luckiest teachers on earth. Books dressed up in colorful jackets and written on hundreds of lively subjects which you can lend or sell to students can form a wonderful background. Sometimes students are asked to read so many things that bore them. Wise is the teacher who makes an effort to discover individual interests and tastes and then pushes books in their direction that they can either borrow or buy. Reading is not worth anything unless students enjoy the process.

Sometimes we run into really creative materials that students have written. I thought I might conclude what I have to say to you by reading an example. This one was created by a six year old girl who was just starting to learn to read by the tape recorder method. It was very evident that she had listened very carefully to the story of Adam and Eve. She related the story to other things she had heard about or seen and added a spice of her own extreme creativity. This was a long story, but it was a masterpiece.

"Adam and Eve were first. Did you know that? Now God made a great big garden for them, and He put some fruit trees besides everything else in that garden. They had a house, perhaps because it was such a big garden though, their house could be awfully simple. Maybe just a bush. You know, they didn't have no clothes, and it was summer time so they really didn't need the house. Before it was cold enough for a house or clothes, they sinned and they got sent away. And this is how Adam and Eve sinned. Now they had fruit in the garden and God had said, 'Now don't eat the fruit there in the middle.' Then God went away to make and find things because you know if things are lost people say that God knows where it is, and how could he know unless he had found them already. When He came back in the afternoon at tea time, He went way back in the garden where He couldn't see Adam and Eve because they hid in another place behind the place where they walked away from because they didn't want to see God any how right then. Because when God had gone away in the morning a great big snake came walking right on the end of his tail and he said, 'Now you eat the fruit.' God had said, 'Don't you eat that fruit,' but Eve and Adam thought it smelled awful good so they ate the fruit and then they hided themselves away because of shame. They didn't want God to see them when they ate that fruit. They didn't have any clothes on either. They couldn't find anything to put on except something around here, but that's another story. God called them and they didn't want to come but He found them and He said, 'Just come out here now you two and tell me what you've done.' Eve said, 'Well, I ate the fruit because the snake gave it to me, and I tell you anybody would eat things if a snake talked to him like that snake talked to me.' Then Adam said, 'Well, I ate the fruit because Eve told me to, and anybody'd eat fruit if Eve talked to him like Eve talked to me.' And then God said, 'Now you get out you two people, you get right out of my garden because you ate my fruit.' Then He called his angels to guard his garden gate and not let Adam or Eve nor anybody in because they ate all his fruit, even his special. Then afterwards at tea time when God came from work He could have his tea in quiet, and not be disturbed about people eating his fruit. And Adam and Eve just went out and they lived in another place where they had to work awfully hard, I'll tell you. But they didn't eat any more of God's fruit. The angel at the gate saw to that."

PROGRAM ON EVERYDAY LIVING SKILLS

by

Miss Margaret Kielty

July 17, 1967

SCOPE OF CONTENT

The most serious problem facing social studies teaching is deciding on the kind and amount of content to be utilized. The need for criteria in establishing guidelines to the selection of content is paramount since there is far more knowledge than can conceivably be used in any reasonable time allotment given to the social studies program.

All groups--no matter what level of reading--should be exposed to some background--but the method of presentation must necessarily vary from extensive oral work to more extensive reading.

OBJECTIVES FOR A SOCIAL STUDIES OR EVERYDAY LIVING SKILLS PROGRAM

1. To help Adult Basic Students as adult citizens to:
    a. Be acquainted with our democratic way of life
    b. Appreciate and understand their rights and responsibilities
    c. Assume their civic responsibilities as citizens of the community, state, nation, and world.
2. To develop an awareness of the significant social, economic, and political developments in community, state, national, and international society.
3. To strengthen human relations through an ability to get along with others.
4. To help them to grow increasingly competent in their problem solving abilities, especially as they relate to civic and human affairs. (e.g., Are Public Recreational Facilities of community or neighborhood adequate?)
5. To recognize certain values are desirable, important, and a definite part of democratic life.
6. To receive and communicate ideas, in different ways and through different media, in school and out of school.
7. To have a basic understanding of simple economic problems.

SUGGESTED CONTENT SCOPE

History of our Nation.
Government in Action at local, state, and national levels.
Principles on which our democracy is founded.

Privileges and responsibilities of citizenship. (Voting, leadership, taxes, group participation, interest in civic affairs, etc.)

Geography (U.S. and World - transportation - products, etc.)

Consumer Education - Buying - (credit, installment, values, etc.)

Health - Clinics - Health agencies, Medicare

Current Events - News of current happenings at home and abroad

American Heritage - stories of great men and their contributions - George Washington - Thomas Edison - etc.

Economics - (Cost of living - taxes - job opportunities - farms and industries, etc.)

Family - Basic social unit and social institution.

Social and Educational Institutions

Human Relations at home, in neighborhood, at work, in housing project, etc.

World responsibilities - (United Nations - International Community, Current News - Biographical sketches, etc.)

APPROACH TO COMMUNITY LIVING SKILLS

There is no finer social science laboratory than the community which the teacher and students have at their disposal. The community provides opportunities for students to relate their work to real life situations and to study problems in their natural settings through personal involvement.

Since effective citizenship must be practiced--not simply talked about--students should be encouraged to exercise initiative and responsibility.

Class committees are an excellent start in developing initiative and responsibility--(e.g., planning socials, field trips, bringing in community resource people - class discussion leaders - problem solving groups - etc.)

EXAMPLES OF SUGGESTED LESSON CONTENT FOR SPECIFIC LESSON DEVELOPMENT

HISTORY OF OUR NATION

Discovery and founding of our country.
Explorers.
Thirteen colonies.
Declaration of Independence.
Drafting of the Constitution.
Territorial Expansion.
Wars in which the U.S. has been involved.
Place of the U.S. in the Modern World.

PRINCIPLES ON WHICH OUR DEMOCRACY WAS FOUNDED

Declaration of Independence.
Constitution (Bill of Rights) Government of, for, and by the people.

PRIVILEGES AND RESPONSIBILITIES OF CITIZENSHIP

Privileges

Voting (preparation and registration)
Availability for public office

Education
Welfare benefits
Freedoms
Right to life, liberty, and pursuit of happiness, etc.

Responsibilities

Sharing in government
Pride in community and neighborhood
Serving on the jury
Voting in elections
Participation in community affairs, etc.
Sharing in the cost of our government (taxes, etc.,)

ASK INSTITUTE PARTICIPANTS FOR CONTRIBUTIONS OF SUBJECTS UNDER OTHER HEADINGS IN SCOPE OF CENTRAL LIST SUCH AS:

Consumer Education
Health
Current events
Economics, etc.

TECHNIQUES OF PRESENTATION FOR LESSON DEVELOPMENT

1. Introduction
2. Study
3. Discussion
4. Conclusions
5. Etc.

INSTRUCTIONAL AIDS

Film Strips
Posters
Dramatizations
Speakers
Demonstrations (Civil Defense)
Problem solving experiences - important

COORDINATION OF SOCIAL STUDIES CONTENT WITH LANGUAGE ARTS (communication skills

Provides vocabulary growth
Gives reading direction
Develops ability to read maps, charts, etc.
Develops reading, comprehension, and study skills
Allows for development of skill in writing
Develops "thinking skills" through discussion in areas of basic social skills and concepts.

SUGGESTED MATERIALS - ORIGINAL MATERIALS BEST - TIMELY AND RELATED TO STUDENT INTERESTS

CURRENT EVENTS
- News for You - Laubach
- Weekly Readers
- Local Press
- Radio news summaries - printed on mimeo sheets

FEDERAL TEXTBOOKS
- Our United States, etc. - U.S. Immigration and Nat. Service

FOLLETT PUBLISHING COMPANY
1010 W. Washington Blvd.
Chicago, Illinois

- Accent Education Titles
- Study Lessons in Our Nation's History
- World History Study Lessons
- Study Lessons on Documents of Freedom
- American History Study Lessons

NOBLE AND NOBLE
- Our World Today - James E. Devine
- The Story of Our America - Orrel T. Baldwin
- Your Family and Your Job - Angelica Cass
- How We Live - Angelica Cass.

REGENTS PUBLISHING COMPANY, INC.
200 Park Avenue
New York, New York

- USA Readers
  - The U.S.A. - The Land and the People - Robert J. Dixson
  - The U.S.A. - Men and History - Robert Dixson and Herbert Fox
  - The U.S.A. - Men and Machines - Rachel L. Chapmen
  - The U.S.A. - Customs and Institutions

MAC MILLAN COMPANY, New York, New York

- English 900 Series Books 1-6
  - Selected topics from Book 6 as samples
    - Geography and Land Features
    - Schools and Education
    - Farms and Factories
    - Countries and Nationalities, etc.

BEHAVIORAL RESEARCH LABORATORIES - Palo Alto, California
- The American Health and Safety Series - SAFETY - Leroy Bolden, Jr.
- Geography of the United States - fifth grade level
- The American Economics Series and American Government - Level - Adult

EDUCATIONAL DIVISION - INSTITUTE OF LIFE INSURANCE - 277 Park Avenue, N.Y.
- Making the Most of your Money - Free Copies - Lesson in Consumer Edu.

OXFORD BOOK COMPANY - 71 Fifth Avenue, New York, New York

Second Book in American English - Alesi - Pantell - Dialogues -
Easy level - Such topics can be selected as:
Charge Accounts
Your Part in the Life of Your Community

This book is an example of general texts from which lessons may be developed.

HOLT, RINEHART, AND WINSTON, INC. - New York, New York

American History - George D. Crothers
Many other Adult Basic Education Books - Write for catalogue
World geography - John E. Fairchild

ALLIED EDUCATION COUNCIL - 5533 Woodlawn Avenue, Chicago, Illinois

The Mott Basic Language Skills Program - Basic Numbers and Money
Good for lessons on Consumer Education

"Principles of Teaching Arithmetic to Under-educated Adults"

by

Dr. Harold C. Trimble
Coordinator, Mathematics Education
School of Education, O.S.U.

July 18, 1967

I ought to be clear with you about my attitude toward the importance of mathematics in the program. I had a traumatic experience at Kent, Ohio, about two years ago. I was talking to a group of supervisors. I had a feeling of a little dissonance from this audience at first. Somewhere along the line I said, "Now after all, what is the basic core program in the schools, what is the really important thing?" At that point, people sort of shriveled and drew away from me. When I said, "Of course, it's reading," they began to relax. They said they kept having subject people come and act as if the whole education scheme should revolve around their particular subject. I don't think that mathematics is the heart of the program in the schools at all. I think reading is the heart. Then, of course, you would expect me to say this next, "Math is second." I would take the point of view that reading and the basic skills of mathematics are prerequisites to operating in this world where the old jobs keep disappearing and new ones coming up.

I might use the analogy that has often been used in education between education and warfare. The person in the military talks about objectives, about strategy, and about tactics. You can use the same pattern in education. The objectives in the military are fairly clear--I want to cut off the supplies to this base or I want to take over this fortress. Strategy, as they use the term, is the overall approach to a problem--am I going to rely primarily on air power to get the job done or am I going to use submarines or paratroopers? The general plan, they would speak of as strategy. Eventually you get right down to the key issue of tactics--how am I going to use my weapons and exactly how am I going to go about things? I thought it would be a lot more interesting today to concentrate on tactics or the down-to-earth things than to talk about general objectives or even about strategy. It seems to me that the objectives that you folks have in your teaching are like the objectives that the public school people have. I think whether we are talking about mathematics, reading, or science, basically what we are trying to do is to involve the learner at the level of his present preceptions about things. We want to involve him in the kind of activity that will lead to learning. I would hasten to admit that this is a different problem for under-educated adults than it is for fifth graders in the suburbs. Nevertheless, the strategy is the same--to find out where this person is and to involve him in the kind of thing that will lead to learning.

With just that very short background on the generalities, what I would like to do is get down to cases and think about the differences between teaching topics of arithmetic to an under-educated adult and the job of doing this with children. I will do it at the tactical level--the actual, practical rather than the general level. Let me tell you how I would teach the idea of division to children--fourth graders in Iowa--and then move from there to how I would handle the same problem with a group of in-service teachers. Then let me ask you how you would modify this scheme if you were talking about under-educated adults. The reason I do it that way is that most of the materials that you have available are for youngsters. The trouble is the big market has been for youngsters. All this material has been for kids. You can't take it and use it directly with your adults, you have to adapt it. Our emphasis today can well be on how to adapt these things to your purposes. Long before there were any numerals to work with, there were things. With a small youngster you get him to the point where he makes a little abstraction. For example, he is able to think of tongue depressors as candy bars. A little later it doesn't bother youngsters at all to think of these tongue depressors as "four" and specifically to play a game where they are four rabbits. That is much more concrete than the numeral 4. There is a stage in learning where the written "four" is quite mysterious to some children. If you were talking about some of the folks in the Tuskegee area, the numeral "four" might be a major block to some folks whereas using tongue depressors is down to earth. Now, suppose I wanted to think about the problem where you have 38 candy bars and you want to pass them out to six children. Most any child can count out 38 sticks. By the time he is a third grader he can think of each stick as representing a candy bar. We now have 38 candy bars all ready to work with. The problem is to give them out to six children. How would we do that? The way I would do it is identify six children and start in getting somebody to help me pass out the candy bars. It is just as simple as that. What are some problems that are like passing out candy bars? Whenever we deal with the business of card playing, we see an example. You pass out cards in this way. It is not hard to get activities going where you see that if you pass out 38 things to six people you use six of these to go round once and six more to go round the second time. Eventually you get to a point where you don't have six any more. Then it depends on the problem, what you do. If you are passing out children, it wouldn't do to break one up in pieces and divide it into fractions. On the other hand, you could do that with candy bars. With the children we try to start at a very concrete level. Again, candy bars are interesting to children. You tend to formulate your problem in those terms. What do you really do when you pass out these things? You start with a certain pile and you begin to pass them out. The fancy arithmetic word for that is "subtraction." You subtract six in order to do one deal. You subtract six again. If you are at a primative level, you might even have to work this through with sticks to see what is happening. Normally, by the time you face fourth grade children the subtraction to get 32 is something that causes no trouble. The following subtraction to get down to 26 causes no trouble. You move on through the problem until you use up all your candy bars. Then you deal with the remainders in an appropriate fashion at this level.

Now let me come to a little older children who have the skills of subtraction. A problem that I have often used at that point is this: Say to a group of fifth graders, "Supposing you had 1743 pounds of chicken feed and you know that your chickens are eating 84 pounds each day. What would be a sensible question to ask?" I do this rather than saying right away, "How many days will the feed last?" I ask them what would be a good question to ask. I like to involve the youngsters immediately by letting them ask the question rather than asking it myself because I think this is a basic strategy of teaching. They will say, "How long will the feed last?" Then I say, "Could the chickens solve this problem?" That is always an attention getter. What do the chickens do the first day? They eat 84 pounds of chicken feed. What do we call that in arithmetic? They say, "subtracting." Now suppose you can train chickens to make tally marks on the wall. When you are through you could count up the tally marks. That will tell you how much 1743 divided by 84 is. The chickens could do this just fine. Now I think it might take a pretty good psychologist to get the chickens to make those tally marks, but the kids don't mind that and they think it is funny. Then you say, "Well, are people smarter than chickens?" The kids will probably say that they are. I say, "Let's improve on this. Let's prove that we are better than the chickens." Then we can figure out a better way to do this. Look with me a minute at 1743 divided by 84. There are several ways to do this problem. People almost always convert by twos, but someone may come up with the idea of using 10 days. To work by 10's takes teaching. You have to work with them. Take another 10 days and we can go a long way. Instead of 20 steps by the chickens method we can do it in two steps by the people's method. This can make a group of youngsters feel pretty smart if you let them help you. It is very important with the children to not say, "We are done," but to check up with them and see what all this means. What do we know now? With kids it will take a little more time. The strategy is to involve these youngsters in a problem that is somewhat familiar to them and leads to the pattern of division as dealing with subtraction and remainders. I wouldn't want to stop with this one problem. I might take different numbers, and we could express this sort of thing, for example, in a more adult problem. Supposing I had 1743 dollars of prize money to be divided up evenly among the 84 people. One way to do it would be to take 1743 dollar bills and begin to pass them out. A much quicker way would be to say in the first 10 deals I would give out $840 and another 10 deals, another $840. After that I couldn't deal again because I would have only $63 left. The point I am trying to make is the contrast between a bare bones kind of work sheet showing lots of divisions and a little bit of preliminary work. Division is a very useful kind of thing. If you are told that there is $2,343,981 available in this county as the total income for a year and then you are told how many people live in this county, what question comes up in terms of your adult thinking? What is the per capita income--right? And that is exactly like this dealing problem, but you would hate to take enough tally sticks to represent in dollar bills the total income for the county. It just gets out of hand. Yet in the way I have just described, it can be taught.

With in-service teachers you go at this a little differently. A problem that always gets a rise out of in-service teachers is to say that this superintendent of schools has 20,460 students and 198 teachers. Now if he deals out the students equally to teachers, how many people will there be in a homeroom? You pick the numbers so there is all sorts of messiness in the division like middle zeros that cause all sorts of trouble. You come out with something like 108 students in each class. The teachers always get a bang out of that because they are used to big classes. Well, you see the kind of thing involved. What I am trying to say is that if I were going to teach division to under-educated adults, my objective would be to get them so that they can divide. Now there is no hurry. A few years ago we emphasized speed of calculation. We don't do that any more. Why? Because if a person really had to do very much of this he would get himself a little desk calculator. No boss with any sense would ask the person to check customers out of a grocery store by doing the calculations on a paper bag as they used to do. No, they would buy a cash register. The skill of doing this quickly is not nearly as important as it used to be. The idea of the matter is still extremely important. What we want is a way that is sensible.

If it takes a minute rather than 30 seconds, so what? If the students have the idea, that is important.

Your problem at this point is what if you wanted to teach division to a group of under-educated adults. What kinds of problems would you start with? Your procedure would be somewhat the same, but the adult students wouldn't be interested in candy bars as much as they would be in some other things. No visiting expert can come in and make up a problem for these folks that will be as good as the one you can make, because you have been there. You need to believe in yourself and you look at the methods that textbooks use and you say, "That would be a honey of a way to teach division." Use the same objectives and the same strategy but different tactics.

I have many examples here. Let me give a couple. I remember working with a carpenter a few years ago. He undertook to help us remodel certain parts of the house that we were moving into. I became the carpenter's helper as a matter of saving money. We had a cabinet we were building. Here was this enormous piece of plyboard which we had to saw in half so that there would be two doors. My fear was that we would saw in the wrong place. This carpenter did very little figuring. He did have a pencil. I thought he made some marks on the plywood. We were just about to saw the plyboard in half and I said, "How do you know that is the place to cut?" It took me an hour and a half to get him to explain how he did it, because he felt that it would reflect on his intelligence. He said, "I never understood what the teachers said about fractions. I have a different way of doing it." He had worked a great deal with a six foot rule. He didn't even have to open one up to visualize it. It was very simple for him to know where the middle would be. The way the arithmetic teachers taught him of course was to change it to an improper fraction. Then take a half of that. Then change that back to the original form. You need to know a lot about arithmetic to get this right. Just think how horrible a mess that is. That is how we teach them in school. But he didn't do it that way. He visualized the six feet. He wasn't calculating, he was graphing. He did it in his head. Now he was a poor under-educated adult, but he was very effective in this sort of thing. You may want to teach fractions at some point. You may find that some of the fancy machinery of proper and improper fractions is difficult. A simple device would often help--something you can visualize. Around the classroom, especially with these adults, you will want many kinds of tools. For example, many of these students would already be familiar with little six-inch rulers. There is a great deal of possibility of teaching fractions and decimals with something of this kind. One of the problems will be that in an adult class you may have someone that will be fascinated with this but all the rest of the people would have an entirely different kind of interest. A man going into carpentry work might be excited by this, but a woman would probably not be at all. You need a variety of tools around the class showing scale markings. You don't often have to buy these things, because many times your students or someone in their families have such a tool. Or you can borrow them. A stop watch is a very useful tool in terms of scale reading. These are not the ordinary teaching aids as you think of them in terms of arithmetic, but in some ways they are more interesting. For example, the stop watch is fascinating. Children like to listen to it. Also, you can time all kinds of things such as how long it takes a marble to roll across the table.

What I have been trying to say is that it is definitely important with children to begin where they are and involve them in the formulation of problems. Involve them in moving from the level of actual candy bars to a first abstraction in terms of sticks, blocks, or the like. Then see that it would be messy to handle a real problem by getting enough tongue depressors to count it out. Move to the numeral stage. Why? Because life is too short to do it the slow way. Follow it through, making sure at each stage that we don't lose what this really means in terms of everyday things. Basically, teach arithmetic that way. This isn't terribly hard to do. Math isn't as hard as social studies. I would hate to try to teach somebody what democracy is if he lives in a place where he never saw any. Maybe he didn't even get a chance to vote or see that part of democracy. But everybody has around him the sort of things out of which division grows. So math is a lovely subject to teach.

COMMITTEE REPORTS

MATHEMATICS

I. Statement of Objectives

Experiences should grow out of adult needs and interests and be related to the reading and language skills in order to reinforce the total learning experiences.

A. It is necessary to:

1. choose suitable subject matter
2. select the appropriate teaching method
3. decide on best conditions for effective teaching
4. teach the skills necessary for daily life in our society

B. It is imperative to:

1. make the learner aware of the many situations in which numbers occur in his daily life
2. show the connection between concrete and abstract applications of arithmetical/mathematical skills
3. demonstrate the sequential nature of mathematics
4. teach some unifying concepts about

    a. our number system
    b. units of measure as important in daily life experiences
    c. rate and ratio used in daily life

II. Mathematical Concepts

A. Understanding mathematical vocabulary

1. symbols (+, -, x, ÷, ( ), >, <)
2. terms
3. processes

B. Basic computational skills

1. combinations
2. fractions
3. decimals
4. percentages
5. ratio

C. Measurement experiences

1. area
2. volume
3. rate - time

    a. clocks
    b. speed

    4. liquid/dry
    5. maps, graphs, charts

  D. Money and credit understandings

III. Teaching Techniques

  A. Creativity

    1. use of local resources - listing daily number situations
    2. using pupils' intuitive abilities

  B. Flexibility

    1. conclude with "overnight teaser"
    2. let student suggest "problem-question" after presentation of facts or numbers

  C. Adaptability

    1. adjust to individual skill levels
    2. group participation
    3. recognition of pupils as experts in some area
    4. try classroom games
    5. outside resource persons
    6. reports
    7. discussion of problems

IV. Materials

  A. dime store toy, hardware, houseware departments
  B. flash cards
  C. workbooks
  D. chalk boards
  E. films, filmstrips, overhead projectors, etc.
  F. teacher prepared material
  G. newspapers, flyers, pamphlets, etc.

Committee Members

Nola Dotson
Daniel Grondin
Margaret Rantanen
Karen Woodward
Eleanor Young
Thelma Young

LANGUAGE ARTS

Our committee felt that the first basic stress in the language arts program for the adult in basic education is auditory perception. This area may be strengthened with the use of spelling, oral and silent reading, and writing compositions pulling from a student's background and interests.

A composition title that has been used is this title, "The Saga of the Sagacious Swifts." This is used to develop imagination and teach the concept of alliteration. Swifts can refer to anything from the bird to the name of a boat. This would be a lesson for level III and above and should be used after a good period of work in self expression.

A. SPELLING

Everyone can become a better speller. One does not become a good bowler by watching but by practicing. Likewise, to learn to spell you must want to learn the rules and must be willing to practice.

1. You can learn to spell, no matter how old or how young you are.
2. Learning to spell words correctly involves saying, thinking, hearing, seeing, writing, recalling, and memorizing.
3. Use spelling rules to help you whenever you can.
4. When in doubt about the spelling of a word, check with the best speller of all...the dictionary.
5. Consult a word demon list; learn to spell these difficult words.

Mnemonic Devices

Recall a related word with a different emphasis or accent that shows the spelling more clearly. For example, suppose you want to remember the spelling of the word sep-a-rate. The part that is usually misspelled is the ate in the last syllable. The adjective separate is pronounced as it, like in sit. It also happens that in the verb form the ate is pronounced. Therefore, if you remember the verb form pronunciation you will also be able to spell the adjective form even if it is pronounced differently.

Specific Examples of Mnemonics

Word	
cemetery	a cemetery is an eerie place.
principal	a school pal.
principle	a good principle is quite simple.
stationary	a stationary thing stands still.
stationery	buy stationery for a letter.
piece	pie.
develop	lop off the final e.
experience	four e's no a's.
weird	sounds like we.
all right	how would alwrong look?
together	to get her.
tenant	like an ant in a house.

Spelling Rule Jingle

i before e except after c or when sounded like a in neighbor and weigh, ea in leak, or oa in soak.

B. WRITTEN EXPRESSION...COMPOSITIONS

Writing about a Personal Experience. Four points to bear in mind...

1. The type of experience you write about should not shock or embarrass.
2. Begin by telling who, when, where, why, to what extent.
3. Endeavor to arouse curiosity from the beginning.
4. Put your own personality into your composition.

Writing a Description

There are various types of descriptions. These differ, depending on their purpose. Give information, convey feeling, impressions of persons, places, and things.

BEAR IN MIND: Be clear, keep in order, keep sentences short, give directions clearly. (avoid north and south etc., use to the left or right)

Purpose Writing

Invitations, occasions, place and hour. Thank you notes to express gratefulness. Friendly letters...need not be long, write of high interest, do not gossip, end on a happy note. Business letters: follow regular form, state business, make requests, be brief, and to the point... proof read. Level one composition...teacher may use experience chart, students may dictate an experience to the teacher who records. Poems...need not rhyme, express feeling. "One Cold and Rainy Night"

C. HANDWRITING

Most of the adults will be able to print some or all of the alphabet letters. If the adults have had no cursive writing, they will need to be shown very clearly how to go about it. The teaching of writing should include demonstrations, as on the chalkboard or overhead projector, the exact process by which each letter is formed. The first lessons show the students how to hold the pencil loosely, how to slant the paper, how to connect the letters, and how to let the hand glide along the line in an even movement. During the work on these lessons, additional writing practice may be given. Be careful not to give words containing letters that the adult has not yet learned to write.

The grouping of letters is based on their size and shape. Give close attention to have the adult write the letters of correct size, set evenly on the base line. Good penmanship is an asset to any job seeker. The writing lessons are important to the adult. The handwriting can be correlated with spelling for additional writing practice.

Ability to use writing for the practical needs of daily life. Filling out an application blank, answering want ads, addressing an envelope or post card, writing notes, messages, and friendly letters.

Suggested Exercises

Point out contrasts or similarities wherever possible.

1. a versus o
2. u versus v
3. h versus k
4. g versus q
5. f versus j
6. m versus n (three overcurves for m; two, for n)
7. w versus u (two undercurves for w; one for u)
8. Letters with lower loop strokes (f,j,p)
9. Letters which need to be closed (a,d,g,f,p)
10. t versus f

D. READING FOR THE NON-READER

1. Developing visual discrimination by seeing the likenesses and differences in letter forms and word forms.

   (m - n) (b - d) (p - q)
   (then - when) (saw - was)

2. Learning the names of the letters

   a. Manuscript - lower case letters, capital letters
   b. Cursive - lower case letters, capital letters

3. Developing auditory discrimination

   a. rhyming words
   b. words that begin alike
   c. words that end with the same sound

4. Learning initial consonant sounds (medial and end). Use phonic charts, records, tapes, workbook materials, etc.

5. Developing skill in the left-to-right progress of reading materials. Using finger, pencil, or card as a guide.

6. Building the initial sight vocabulary

   a. Dolch word list (220)
   b. Dolch nouns
   c. Key words for the initial consonant words.
   d. Self-prepared word list for the adults immediate use.

7. Recognizing rhyming sounds in words.

8. Learning the blend consonants at the beginning of words.

   bl, cl, fl, gl, pl, sl, spl
   br, cr, dr, fr, gr, pr, scr, shr, str, tr
   dw, sw, tw
   sc, sk, sch
   sm, sn, sp, squ, thr

   Blend consonants (Use charts, records, tapes, etc.)

   bl, br, cl, cr, dr, dw, fl, fr, gl, gr
   pl, pr, sc, sch, scr, shr, sk, sl, sm, sn
   sp, spl, spr, squ, st, str, sw, thr, tr, tw

9. Learning the consonant digraphs in words. (Use charts, records, tapes, etc.) ch, sh, th, wh, ng, ck

10. Recognizing and giving the short vowel sounds in words.

    a as in apple--hat
    e as in elephant--nest
    i as in ink--pig
    o as in ostrich--top
    u as in umbrella--cup

11. Recognizing and developing an understanding of long vowel sounds.

    a. open syllables - go, be, my
    b. final e - gate, bike, home, cute
    c. vowel digraphs - train, goat, blue, read, etc.

12. Vowels before r or r-controlled
    er, ar, ir, or, ur (care, far, term, or)

13. Listening to use simple structural analysis.

    a. compound words
    b. contractions
    c. prefixes and suffixes
    d. syllabication

14. Making new words by adding s, ed, ing, er, etc.

15. Training for listening. Reading selections and short stories with high interest. Then discuss what was read. Have students tell what he found most interesting in the story.

16. Developing the skill of interpreting the pictures which are in the written text.

17. Developing the ability to read simple and necessary signs.

18. Understanding punctuation marks.

E. TEACHING READING: THE ELEMENTARY STAGE

Vocabulary Techniques

I. To learn to use the dictionary

1. Have the students alphabetize lists of words.
2. Have the students use the pronounciation key to sound out nonsense words.
3. Have the students list words that would be placed between certain guide words.
4. Have the students list several definitions for the same word.
5. Have the students find the number of syllables in words.

II. To learn to use affixes and roots

1. Have the students underline the root words and change the prefix to form a new word.
2. Have the students guess the meaning of words containing familiar roots and then look them up in the dictionary.
3. Give the students a list of common prefixes and roots, then help them form words.
4. Make up simple crossword puzzles based upon simple prefixes and roots.
5. Have the students change suffixes to form new words.

III. To learn to use synonyms, antonyms, and homonyms

1. Have the students replace the underlined word with a synonym.
2. Have the students list as many synonyms as they can for a given word.
3. Have the students change the meaning of a sentence by using synonyms.
4. Have the students find the differences in meaning of synonyms.
5. Have the students use homonyms in sentences and note the changes in meaning.

Comprehension Techniques

I. To learn to organize ideas

1. Have the students fill in a simple outline.
2. Have the students outline paragraphs and stories.
3. Have the students classify book titles as fiction or nonfiction.
4. Have the students find analogies in paragraphs and stories.
5. Have the students find the subject of the story and then tell what the author says about the subject.
6. Have the students relate events in a story in chronological order.
7. Have the students match text paragraphs to main heads and subheads.
8. Have the students classify the information in the chapter.

II. To learn to read critically

1. Have the students find what the author wants them to believe.
2. Have the students note when the book was written.

3. Have the students read two accounts of the same event and discuss differences.
4. Have the students identify the author and what he has done.
5. Have the students find the copyright date and the date of printing.

III. To learn to read maps and graphs

1. Have the students find their state, county, city, etc., on a map.
2. Have the students trace a route on a road map.
3. Have the students answer questions about various graphs.
4. Have the students make some graphs using information about the class.
5. Have the students graph information given in a paragraph.

IV. To learn to read faster

1. Have the students keep a record of their speed on timed materials.
2. Give the students simple questions and ask them to find and underline the answers while timed.
3. Give the students a file card and have them bring it down the page as they read.
4. Have the students read questions about a story before reading it, then read the article and answer the questions.

V. To learn simple study skills

1. Have the students use the index to find answers to questions.
2. Have the students select the sources they would go to for information.
3. Have the students write some brief book reviews.
4. Have the students use the library card catalog to find sources of information.

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EVERYDAY LIVING SKILLS

Level I - Objectives

1. To help the adult learner better understand himself and his immediate environment.
2. To aid the adult learner in becoming a more self-functioning and effective citizen.
3. To assist the adult learner to apply basic skills in reading, writing, and arithmetic in such areas as:

   a. earning, spending, and saving money
   b. improving family life
   c. personal health and safety
   d. world of work

Level II - Objectives

1. To help the adult learner accept himself and to feel good about his own image.
2. To aid the adult learner to assume more responsibility in his neighborhood and community
3. To assist the adult learner in applying his knowledge and skills in such areas as:

   a. budgeting money
   b. being an effective family member
   c. personal health and safety
   d. better understanding of occupation

Level III - Objectives

Same as above

These objectives can be further exemplified through a discussion of their application to the various fields of Living Skills. This report will discuss the objectives and methods used in teaching the following:

A. Home Economics
B. Parent Education
C. Civics and Government
D. Employment
E. Community Development
F. Health and Safety
G. General Reading

A. HOME ECONOMICS

PHILOSOPHY:

1. To develop more efficient home management and family economics.
2. To assist adults to understand themselves and others so they can function adequately as family members in today's world.
3. Helping family members to understand economic principles, the economic system and the decision making processes needed to function adequately in the rapid changing economics of the home and community.
4. To help parents solve a wide variety of practical day to day problems of living.
5. To help family members to understand their own needs as people, their own spiritual goals, and their relationships with others.
6. To stimulate adults to information - seeking and problem solving.
7. To assist adults in homemaking designed to create an awareness of the need for learning "how-to-do-it" skills.

Consumer Education

1. Checking newspapers to see best grocery buys of the week, stock up.
2. Buying out-of-season clothes when they have sales.
3. Check insurance companies for household, life, and car insurance.
4. Training as a check-out clerk in supermarket, etc.

Food

1. Preparing well-balanced attractive meals at breakfast, lunch, and supper on a limited budget.
2. Preparing food for the sick or aged.
3. Learning how to be a waitress.
4. Cooking in a restaurant.
5. Learning to can or freeze foods.

Clothing

1. Making over or repairing clothes for the family.
2. Sewing simple garments to advance ones (children, men, and women).
3. Learning how to alter clothes.
4. Learning to see quality in material.

Housekeeping and Home Cleaning Techniques

1. How to operate appliances.
2. How to clean a home properly.
3. How to organize an efficient home.
4. Explain what a drain, toilet, etc., are used for.

Home Nursing

1. Do's and don't's in caring for sick.
2. Keep medicine in cupboard away from children.

3. Washing hands before meals
4. First Aid

Child Development and Care

1. Development of children at all levels
2. Baby sitting techniques

B. PARENT EDUCATION

I. Introduction:

This is a sample of an area of adult education concerning the handling of children. The rationale for this is the fact that many parents come to a teacher's conference with such expressions as "I can't do anything with him" or "He's impossible" in referring to a child who is having difficulties at home or in school. It is then that the teacher could possibly refer the parent to an adult education class dealing with this subject, because the individual will have expressed a need.

Educating the parent to counsel his child is by no means an impossibility, and counselor techniques are not "sacred" nor a subject that only the gifted or extremely intelligent may learn. Like all other disciplines it can be mastered by most individuals of average ability if well presented.

It is quite reasonable to demand that the principles of counseling based upon human understanding become a part of our general education. Our incidence of mental illness continues to rise in this country, and it is important that human beings find more ways of helping each other live effectively. It is important to help parents help their children. The most obvious reason is that the parent is in a strategic position to give the greatest emotional help to his child. Parents can be taught to help their children since there are too few specialists around and many children receive no help with their emotional problems.

II. Objectives:

Educating the Parent to Counsel his Child
Studying and Applying Family Dynamics

1. To develop the parent's alertness in observing factors in human behavior and family relationships in general.
2. To help parents make their own observations and draw their own inferences about what is effective with their children.
3. To emphasize the fact that good family relations is a science as well as an achievement.
4. To instill the fact that good family relations is the basis of mental health which in turn affects physical stamina and achievement.

5. To show that proven ideas in family relations when put into effect correctly can transform negative emotions into more positive ones.
6. To explore and explain that the area of family relations has been studied well enough so that factors pertaining to success or failure are identified.
7. To alert the parent to appreciate that the techniques for good human relations can be learned.

III. Content and Learning Concepts:

A. The parent who would be an effective counselor to his child would be helped in the following:

1. To understand that his child is a worthy human being capable of a wide span of human feeling, both good and bad.
2. To accept his child as being a worthy human individual in spite of his behavior and defects.
3. To help his child verbalize human feelings and express them in some acceptable manner.
4. To understand and accept that he (the parent) may be a real part of the child's hostility and anger and to cope with this in a mature way.
5. To help the child find satisfactory ways of achieving emotional control.
6. To help the child find satisfactory conduct within the child's own individual ability range.
7. To help the child find real personal satisfaction and measure of success through talking with the parent and to seek help from the parent when faced with unsurmountable problems.

B. If the parent is to serve as an effective counselor for his child, there are some very important questions that he must ask himself. Some of these are:

1. What are my own emotional needs that I am expecting this child to meet and answer for me?
2. Do I expect this child to make up for my own deficiencies, either real or imagined?
3. Am I afraid of this child?
4. Am I afraid to learn how he really feels?
5. Can I take what he tells me?
6. It is very important that the parent face his own feelings about his child and recognize the part these feelings are playing in the relationship.

C. In talking to the child with an emotional problem:

1. The parent must seek to understand how the child really feels. What is the real problem?
2. The parent must accept the child's feelings. Get him to talk about his feelings, even negative ones, and don't try to tell him that he doesn't or shouldn't feel that way.

3. The parent must reflect the child's feelings. State, clarify, mirror back feelings so that the child will know and understand that the parent has recognized his feelings.
4. The parent must help the child to express his most poisonous feelings. These may be very guilt provoking and damaging, if not expressed.
5. The parent must help the child plan future actions. Help the child discover ways to clarify future problems.

IV. Class Activities:

A. Discuss the possible far-reaching effects of the parent who does not take time with a child to talk over and help him face some of his conflicts.
B. Discuss the common signs of emotional difficulties and how the parent may recognize when the child is having a problem; also the kinds of problems.
C. Have parents report some of the real-life conflict situations that they have observed in children in their own families or in other families.
D. Discuss possible outcomes of shouting, yelling, and commanding children, when the above outlined techniques are not employed.
E. Have the members of the class act out a family conflict situation in the classroom, playing different roles, and demonstrating outcomes, both good and bad.
F. Discuss the effect of the tone of the parent's voice upon his child.
G. Have parents bring in articles from such magazines as "Parent" magazine and articles on child development from the newspaper and discuss these.
H. Have a family counselor, psychologist or psychiatrist come in from the community to talk upon the subject of communicating with their children.
I. Read a story from a book that illustrates the depth of confusion that a child sometimes feels and how he will express this. Get the parents to discuss this story.
J. Have the parent report on one attempt to talk to his child along the guidelines suggested and report on results.
K. Discuss the kinds of problems the child is likely to have at each age level as a reference.

C. CIVICS AND GOVERNMENT

Suggested Procedures:

A. General history of the region.
B. General class discussion of the democratic process.
C. Discuss local officers, associate names with offices and their respective functions. Show correlation of county and state offices with activities and local functions.
D. General discussion of federal government in conjunction with the officers of city, county, and state. For emphasis show how a

particular project was brought to the area. Indicate the steps by which an individual may set in motion a federal project in the community, giving step by step procedure.

E. Specific things to do along these lines.

1. How the President is elected--term of office, salary, qualifications, etc.
2. Congressman.
3. Branches of Government.
4. Bill into law.
5. Poverty program.
6. How A.B.E. money is obtained.

D. EMPLOYMENT

I. Objectives and Philosophy

At all three levels of ABE, the teacher can perform the most worthwhile function in this area by the teaching of attitudes. The idea of the value of work is new to some of our students and the basic concept must be taught by example not by admonition; it cannot be preached, it must be taught. Four attitudes that can be taught concomitantly within the entire framework of the ABE classroom are:

A. Respect for the value of punctuality and dependability.
B. The value of good human relations.
C. The idea of deferred gratification.
D. The need for vocation training.

It is important to remember that their classroom learning is related to the outside world of work and learning of this living skill takes place within all areas of the curriculum.

II. Methods and Techniques

A and B above are taught by example. Always start class on time, stop on time and be dependable yourself. If you tell your class you will bring something or look up something, do it. Follow through. Have respect for all of your students (they are very perceptive and will know, you won't have to tell them) and expect them to have respect for each other. Set the tone of mutual respect in your classroom. As the group interplay develops, you may be freer to let them discuss attitudes.

The reading program can provide material for C and D, and learning experiences can occur within the classroom situation, if the the teacher controls the environment.

It is hoped that the following will suggest techniques to the ABE teacher. A section on occupational training could follow this sequence and hopefully the theme would be developed during an entire school year, not in a short unit program. These suggestions are listed from the simplest to the most difficult.

1. Start with pictures of workers in different, realistic jobs. Base word, spelling, and vocabulary work on them.
2. Use yellow pages of the telephone book. Copy job names and categories.
3. Have class bring in word-of-mouth job hints, want ads, agency listings, etc. Discuss where you find jobs. Use job sources for vocabulary words. Write material using these words.
4. Have someone from class who is employed bring in an application blank. Bring in enough for the entire class. Fill these out. Social security and union cards are also appropriate.
5. Have speakers from the Bureau of Unemployment Compensation, Bureau of Vocational Rehabilitation, MDTA program, prospective employers, Chamber of Commerce, Labor Unions.
6. Set up mock interviews. Use role playing. Proper vs. improper dress.
7. Getting started and getting along on job - discussion of what is important. Let them tell you what attitudes and qualities are good. Use a movie to get them started.
8. Let them discuss their own job experiences. Have each discuss an experience, good or bad.
9. Benefits of job - discussion of pay scales, payroll deductions. Tie in with arithmetic.
10. If any of the class is employed or secures employment, use the class member in a learning experience. Develop class pride in them, so that a positive attitude pervades the classroom atmosphere. They have all had some experiences with work - use them.
11. Use all materials - movies, slides, pamphlets, field trips. Tie in reading, arithmetic, etc., around central theme of employment.

III. Evaluation

Subjective evaluation is probably the best means to use, although you might devise an attitude scale and administer it at beginning and end of the year. Some positive results to look for are an increase in self confidence and the realization that adult learning continues all one's life and that this program is in itself a foundation for more learning.

The above program applies particularly to Title V classes, MDT classes in which basic education is offered in the same program and Level III basic classes. It can be interestingly used in other basic classes at other levels.

E. COMMUNITY DEVELOPMENT

Help the adult learner develop an interest and participation in community affairs thus elevating his worth as a responsible citizen. The following measures could be used.

1. Supply various reading materials.
2. Group discussions to develop interest.
3. Help organize clubs.
4. Motivate participation in public and civic organizations.
5. Acquaint the adult learner with their rights as a citizen.
6. Make tours of local governmental offices.
7. Exposure to the various social service agencies.
8. Invite visitors to the classroom to explain the various opportunities that are available.
9. Explanation of the voting procedures, and how it affects him.
10. Use of films to illustrate.

The above are only a few of the many ways to help develop community interest and participation. The key would be a follow up of the actual involvement of the adult learner in community affairs.

F. HEALTH AND SAFETY

Level I

Science, like social studies, is primarily an action experience for the illiterate adult. Science is designed to develop awareness of environment, and for that reason must be centered around physical and mental health and personal safety. Through observations and manipulations, the illiterate can also learn about plants and animals and the effect of weather and seasons on his daily life. Books are of least value in teaching him what he needs to know.

Level II

Because his peers are using books to gain information, it is important to the adult functioning on this level to use comparable material. However, seeing, feeling, and experimenting with things to secure answers to questions are still the most important approaches to science for these particular adults. Teachers need to be selective of information, also, recognizing that health, safety, plant and animal life, weather and seasons, are the primary topics for study.

Level III

The importance of physical and mental health is still the primary consideration in the science program--with emphasis now on family and citizenship responsibilities as well as personal health and safety. Curiosity makes this a good time to stress food preparation and preservation--and to experiment with food spoilage. (Limited budgets also stimulate interest in this phase.) An amazing amount of general science can be assimilated in relation to job orientation, also--such as uses and choices of detergents, stain removal, choice of paints and varnishes for specific uses, friction, etc. Wherever feasible, observation and experimentation are the best approaches, supplementary book information can be helpful.

Purpose: To develop an understanding of the functions and needs of the human body emotionally, physically, and mentally in order to have a long, happy, healthy life.

Objectives:

1. To develop self-respect and confidence.
2. To develop the ability to understand and respect the feelings of theirself and others.
3. To develop the ability to self-evaluate.
4. To develop the kind of skills that will contribute to a healthy personality.
5. To develop the ability to look at life realistically in the community, employment, group activities, and leisure time.
6. To develop skills to sufficiently handle the stresses of living experiences which induce ego strength and competence.
7. To develop the ability of adequate self-expression.
8. To activate the mind thereby developing new dimensions as well as broadening present concepts.
9. To further increase the listening, reading, spoken, and written vocabularies.
10. To develop measures to help compensate for hearing and sight losses.
11. To develop pride in personal appearance and behavior.
12. To develop ability to plan and make well-balanced meals on a limited budget.
13. To develop ability to appreciate beauty in nature.
14. To develop ability to read and interpret labels on bottles, cans, medicines, etc.
15. To develop ability to read and understand traffic signs or signals applying to a driver or pedestrian.
16. To become acquainted with free and low-cost agencies whose chief purpose is to aid the individual.
17. To be aware of how to secure emergency police, fire, legal, and medical aid.
18. To develop safety precautions for seasons of the year as well as for special holidays.
19. To develop the importance of good sanitation habits and facilities.
20. To develop an understanding and appreciation of health and accident insurances, social security, old age pension, and medicare.

G. GENERAL READING

Learning is dependent upon experiences perceived by the individual. Prior learning is modified as the individual experiences new learning and as he interacts with his environment. New experience learning and interaction are verbally oriented. As an individual communicates, he deletes, supplements, and reorganizes his learning. Learning is dependent upon verbal skills.

The illiterate adult is not verbal. The experiences of the adult to be found in this program are extremely narrow and restrictive. Because of his age and his environment, many of his learning experiences must be of a vicarious nature.

Reading, especially biography, and discussion of ideas can serve as tools to bridge the experience gap.

Following is a list of books written for children. The reading range is from pre-reading, as some are picture books, to a sophisticated level of reading. Although these books were written for children, their style is not childish. They are skillfully written, the theme is worthy, and the context is pertinent to developing experiences relative to understanding living in our democratic society and culture.

While this list is by no means complete, it suggests another avenue of approach to understanding ourselves and others. Most important skillfully written books for children offer pertinent materials which can be read by adults who read on a very low reading level.

Rabbit Hill--Robert Lawson (1944)

Story begins with the pleasant rumor that new folks are moving into the big house. The question is, what kind of folks will they turn out to be--mean and pinching, or planting folks with a thought for the small creatures who have always lived on the hill?

The Tough Winter--Robert Lawson (1954)

This book tells what happens to small hearts when snow and ice last too long.

Pelle's New Suit--Elso Beskow (1929)

A little boy needs a new suit. He raises his own lamb and then, for each person who helps him with his suit, he performs some useful service. There is an uncomplicated explanation of the world in which he lives. Pelle, a farm child, had the good luck to be right there at the source of supplies.

White Snow, Bright Snow--Alvin Tresselt

The story and the pictures tell about the coming of snow or rain, wind or a big storm, spring or autumn. These everyday miracles of the weather are made exciting, something to be watched and enjoyed, never to be feared.

Swallows and Amazons--Arthur Ransome (1931)

They meet every emergency with resourcefulness and intelligence. No one talks about courage. It is taken for granted like cleanliness and a sense of responsibilities.

The Cottage at Bantry Bay--Hilda Van Stockum

A story about the O'Sullivan family. The mother and father are poor in this world's goods but rich in understanding and love. There are mishaps and sadness, gaiety and triumph, but in the center of it all is the love of the family for each member of the group.

Sad Faced Boy--Arna Bontemps (1937)

The story of three Alabama boys who decide to go to Harlem. They explore the wonders and discover the limitations of the city.

Call Me Charley--Jessie Jackson (a Negro writer)

The writer has given a full and moving account of the kind of discriminations a Negro youth encounters. The author has too realistic an approach to suggest a complete solution, but he tells a good story of a brave, likeable young adult in a difficult world.

Dancing Cloud--Mary and Conrad Buff (1937)

The authors lived among the Indians. This book is their record of the Navahoe in story and picture. Each chapter is a separate episode dealing with the activities of these people and their children--weaving, herding and shearing sheep, making jewelry, and preparing food.

Series by Lois Lenski

Migratory farm workers and their camps. A unique series of books about regional groups all over this country.

Bayou Suzette

French speaking people in the bayou section of Louisana.

Strawberry Girl

Florida

Ridgi Billy

North Carolina mountaineer girl.

Judy's Journey

Crop pickers from California who migrate to Florida and New Jersey.

The theme of this series is seeing others as ourselves. What is it that lifts these uneducated, close-to-vagrant families above the squalor in which they live? It is partly their courage, but chiefly the fierce family pride and love that binds them together.

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ADMINISTRATIVE, SUPERVISORY, AND SUPPORTIVE SERVICES

I. INTRODUCTION

Before an Adult Basic Education program can be started, a survey of the community must be taken. This survey is to establish the need of such a program within the local situation.

As long as there are those within the community who can neither read nor write, the need is evident.

The basic purposes of the ABE program are:

1. To upgrade the educational level of those adults eighteen years of age or older who are in the need of basic reading and writing skills.
2. To enable those adults to fulfill their basic responsibilities and to be less dependent on others.
3. To facilitate their adjustment to the demands of society.
4. To encourage them to become contributing factors economically and socially.

Such skills, it is hoped, will benefit not only the adult, but also society at large.

In teaching the fundamentals of reading, communication skills, and arithmetic, the work becomes progressively more involved at each succeeding level beginning with basic level one, advancing to intermediate level two, and terminating at upper level three.

II. FACILITIES AND PERSONNEL

A. Centers

Conveniently located in areas to be served.

1. Schools (Preferably)
2. Churches
3. YMCA
4. Vacant Buildings (If appropriate after remodeling)

B. Staff

Best qualified from immediate area.

1. Local teachers
2. Retired persons who may be trained
3. Resource persons
    a. Local professional men and executives
    b. Skilled local craftsmen

C. Equipment

Use appropriate equipment available in present buildings. Secure additional needed as funds become available.

D. Materials

Subject teachers to order needed materials approved by Administration.

1. Community resources (Banks, building and loan, employment offices, social security office, insurance company, etc.)
2. Student (Personal, something the student is interested in.)

III. RECRUITING

A. Mass Media

1. Radio	
2. TV	Blanket area with information, each in conjunction with the other.
3. Newspaper	
4. Posters	

B. Agencies

Try to arrange to give talks to the professional staff of the various agencies. They should have a good working knowledge so they may be effective in referral.

C. Personal Contact

1. Urge students to bring friends and relatives. Reiterate often that their friends are always welcome. (Each one bring one)

2. Send flyers home with inner-city school children. Ask the parents to return these if interested. The staff should then make a personal contact. Consensus is that the personal contacts are the most effective methods.

IV. INTERVIEW AND PLACEMENT

A. Primary responsibility of counselor or administrator.

1. Set the climate
    - a. Friendly atmosphere
    - b. Non-directive approach
    - c. Elicit necessary information informally
2. Record data
    - a. Counselor makes all written records
    - b. Pertinent data, only, is recorded

3. Placement

   a. Assignment is based on interview information
   b. Assignment is temporary (student or teacher)
   c. Placement is flexible (student may work on more than one level--according to subject skills)

V. EVALUATION OF THE INDIVIDUAL

Individual evaluations may be needed for:

A. Placement in appropriate level in the Adult Basic Education Program.
B. Analyzing specific needs of the Adult Learner.
C. Evaluating progress of the student.

   1. For the self-interest of the student
   2. For the evaluation of the program

D. For determining grade level equivalency for meeting requirements for entering other programs such as MDTA.
E. For making recommendations for entering Adult High School Programs.

VI. PROGRAM EVALUATION

A. Uses of:

   1. Guiding individual growth and development
   2. Improving programs
   3. Defending programs
   4. Facilitating and encouraging staff growth

B. Five steps used in Program Evaluation

   1. Determine what to evaluate (according to)
      a. Appropriateness of objectives
      b. Source of objectives
         1) Values held by the needs of society
         2) Needs and interests of participating individuals
         3) Subject matter
         4) Learning theory

   2. Define the behavior desired
   3. Determine acceptable evidence
   4. Collect the evidence
   5. Summarize and make judgements

Committee Members

Larry Airhart	William LeSage
James Grimes	Gean Norman
Arthur Hossman	Robert Ready

APPENDIX

Roster of Workshop Participants

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Roster of Workshop Participants (Continued)

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Young, Eleanor Shafer (Mrs.)
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Evaluation #1

What single session of the workshop has been most meaningful to you so far? Why? (Discuss briefly)

What, in your opinion, has been the theme or central idea of the first five days of the workshop?

Discuss briefly any idea about adult basic education to which our attention might be given in the remainder of the workshop.

Evaluation #2

The workshop has dealt extensively with the areas listed in the left column. In each square, state in a SINGLE word, your reaction to each category.

	Initial Approach	Theory	Techniques	Application to my teaching situation
Teaching the Language Arts				
Teaching Arithmetic				
The Guidance Function				
Teaching Demonstration				

Evaluation #3

Please evaluate the following with a check mark.
Make only one check mark for each item.

I. OSU Services

Housing accommodations - Excellent____ Good____ Fair____ Poor____
Dining facilities - Excellent____ Good____ Fair____ Poor____
Parking facilities - Excellent____ Good____ Fair____ Poor____
Registration procedures - Excellent____ Good____ Fair____ Poor____
OSU Library resources - Excellent____ Good____ Fair____ Poor____

II. Workshop Facilities

The meeting room - Excellent____ Good____ Fair____ Poor____
Acoustics - Excellent____ Good____ Fair____ Poor____
Lighting - Excellent____ Good____ Fair____ Poor____
Temperature comfort - Excellent____ Good____ Fair____ Poor____

III. Reference Material

Availability - Excellent____ Good____ Fair____ Poor____
Quantity - Excellent____ Good____ Fair____ Poor____
Quality - Excellent____ Good____ Fair____ Poor____

IV. The Program to Date

Pre-planning - Excellent____ Good____ Fair____ Poor____
Student opportunity to participate - Excellent____ Good____ Fair____ Poor____
Flexibility - Excellent____ Good____ Fair____ Poor____
Variety - Excellent____ Good____ Fair____ Poor____
Depth of coverage of ABE - Excellent____ Good____ Fair____ Poor____
Hand-outs and take-home materials - Excellent____ Good____ Fair____ Poor____
Number of Special Consultants - Excellent____ Good____ Fair____ Poor____
Overall Quality of Consultants - Excellent____ Good____ Fair____ Poor____

Evaluation #4

In the blanks below at the left, list the four areas visited on field trips. In each column, place a check mark (✓) by the response most applicable.

	Pertinence to Adult Basic Education.	Application to my teaching situation.	Value of visiting this center.	Should a trip to this center be scheduled next year?
1.	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Yes ____ No ____
2.	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Yes ____ No ____
3.	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Yes ____ No ____
4.	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Excellent ___ Good ___ Fair ___ Poor ___	Yes ____ No ____

Final Evaluation

Education 799B

General Evaluation Assignment--July 26, 1967

This outline is provided to help you evaluate your experiences during this workshop.

A. New Ideas and Concepts

1. What new ideas and concepts did you acquire about Adult Basic Education?
2. What understandings have you developed about communicating with adult students?

B. Changed Behavior

1. What do you plan to do differently when teaching or supervising Adult Basic Education because of your participation in this workshop?

C. Rating the Elements of the Workshop

1. Which parts of the workshop were most valuable to you? Why? The following parts of the workshop are listed to serve as examples of what you might evaluate, but hopefully will not limit the scope of your evaluation.

    --- general sessions on theory

    --- small group sessions

    --- demonstrations

    --- student reports from readings

    --- field trips

2. Which parts were least valuable? Why?

D. What can you suggest for planning subsequent workshops in Adult Basic Education?

Summary of Participants' Evaluation

New ideas and concepts of Adult Basic Education and adult learners reported by the workshop participants are:

1. Scope of need for adult basic education in the United States
2. Reasons adults have for enrolling in basic education courses
3. Need to know adult students and establish rapport
4. Degree to which the learning ability of adults is related to environment and previous learning experiences
5. Need for adults in basic education to experience success regularly
6. Need to extend self beyond traditional concept of the role of the teacher.

Workshop participants expected to exhibit changes in teaching behavior by:

1. Correlating curriculum areas, such as, reading, consumer concerns, mathematics and living skills
2. Providing a learning experience during first class session, rather than allowing it to be used only for registration
3. Making use of tape recorder and have students write their own books
4. Relating everything presented to adults and their experiences
5. Adapting class sessions to the requirements presented by individuals
6. Attempting to open new horizons for adults whose life experiences may be limited
7. Building an element of expectation into each class session to build and hold interest
8. Increasing use of community resources which may assist students in improving their life conditions
9. Being more practical than theoretical when supervising instructors
10. Promoting increased interaction among students
11. Increasing examination of self as teacher to allow for greater awareness and self-growth.

While participants were generally grateful for the comprehensive nature of the workshop, they felt they might have derived benefit from more demonstrations of tested techniques. Time was a factor in that some felt they could have done higher quality work on the term paper and the reports of readings if the workshop day had been shortened or more days had been available. An awareness of the task of structuring a workshop was evidenced by admissions that though the learning experience was intensive, alternate methods of organization were difficult to state.

Many helpful suggestions for subsequent workshops were given. It was almost universally agreed that academic credit is desirable because it is recognized by boards of education.

Opportunities to work directly with basic education students would have been appreciated in addition to observing demonstrations. Field trips which brought participants in contact with migrant workers and people of Appalachian origins would have been appreciated. A greater variety of readings for student reports was advised.

Success of the workshop may be indicated by the suggestion that a follow-up be conducted which would bring the teachers and supervisors together during the year to determine how the ideas and concepts learned have been put into practice. Continued learning seems to have been stimulated among the participants.

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